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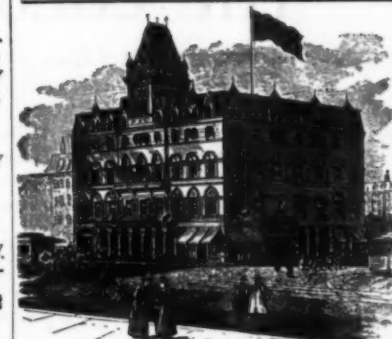
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Contributions of Genetic Psychology.

(Part of a paper read by Professor J. P. Gordy, of Columbus, Ohio, before the Department of Superintendence, at Chattanooga. The original title was "What Can Child Study Contribute to the Science of Education?")

The question, which I am to try to answer is this: To what extent can a knowledge of the laws that govern the growth and development of human beings throw light on the business of education?

We shall find this an easy question to answer if we bear in mind that the business of education requires as precise a knowledge as possible of the answers to six questions:

1. What is the end of education?
2. What instrumentalities ought society to employ for the realization of that end?
3. What subjects should students be required to study?
4. In what order should these studies be taken up?
5. By what methods should these subjects be taught?
6. What amounts of time and energy can students be required to give to work without injury to their health?

He who can answer these questions most perfectly—who has the most precise and detailed knowledge of the end of education, whose judgment is wisest as to the instrumentalities which society should make use of to realize that end, whose knowledge of the subjects which ought to be taught, the order in which they should be taken up, the methods by which they should be taught, and the amount of time and energy which students are capable of giving to their work without injury to their health—has the largest amount of the knowledge that throws light on the business of education.

We may consider our question under the following heads: Will genetic psychology throw any light on the end of education? Will it help us to see what agencies society should employ in the business of education? Will it tell us what subjects ought to be studied? Will it tell us in what order they should be studied? Will it tell us by what methods they should be taught? Will it help us to see how much work students can safely be required to do?

It seems to me self-evident that genetic psychology cannot tell us what the end of education is. The end of education will be determined for each individual by his conception of man. Start from Plato's conception of man and you will reach Plato's conclusion—

that the end of education is to develop the power to see those divine ideas in the contemplation of which alone true wisdom consists, that those that do not possess the capacity to develop this power are incapable of being educated. Agree with Aristotle that the supremely important thing in man is the intellect and the supremely important thing in life is the activity of the intellect—and you will agree with him that the end of education is the development of the intellect—that those who have little intellect to develop have no business in life except to serve those who have. Say with certain religious teachers that the supremely important thing in man is his capacity to believe certain doctrines, and you will agree with them that the supremely important thing in education is the development of this capacity. Say with Dr. Dewey that a man ought to have no life of his own, that he lives in and for and by society, and you will agree with him that the education of man should be determined entirely with reference to the needs of society. Agree with the Herbartians that the will is not free, and yet insist with them that the conduct of this human automaton is a matter of the first importance, and you will agree with them that the development of interests—such interests as will invariably impel the individual to certain kinds of conduct—is the supremely important thing in education. What you think of man, what you think of human life, will determine what you think of the end of education. But the science that undertakes to tell us what man is, what his inmost nature is, is philosophy, with which genetic psychology has nothing to do.

2. Will genetic psychology throw any light on the agencies that society should employ for the realization of the ends of education? This question also I should answer with an unqualified negative. Such answers as this question is capable of receiving, the so-called science of education will borrow from a study of comparative politics. What methods have actually worked well in this direction? Were there any special conditions in the cases where they worked well, to prevent them from working well elsewhere? It is the answers to such questions as these which will tell us all which we shall ever know about the agencies which society should employ in the business of education.

3. Will genetic psychology help us to decide what subjects ought to be studied? The true answer to this question can be most clearly seen by considering the principles upon which a choice ought to be made between different courses of study. What you think the end of education is will determine, to a great extent, your opinion as to the subjects that ought to be studied. You wish to give your pupils that knowledge which will prepare them for rational living. And what is that knowledge? Herbart Spencer has told us as well as any one else and he did not base his conclusions on genetic psychology.

What kind of a discipline do we need in order to be able to live wisely? Prof. Hinsdale has answered this question for us. He has told us that we cannot acquire the powers, for example, to reason correctly about our children by studying politics, or learn how

to vote wisely by studying Latin and Greek—that we acquire the power to reason about politics by studying politics; that we acquire the power to reason about anything by reasoning about the class of things to which it belongs. But Prof. Hinsdale did not base his conclusions on genetic psychology.

What kind of training do we need in order that we may be able to estimate things at their proper worth—to hate what we ought to hate and love what we ought to love? Plato answered this question with almost ideal completeness. Bring children from their earlier years, he said in substance, in contact with the highest concrete ideals they are capable of appreciating. Teach them to love nobleness and bravery and generosity by teaching them to love noble, brave, and generous men. But Plato did not base his conclusions on genetic psychology.

What can we do to train the wills of our pupils—to give them the power to do what they have decided is wise? I think Prof. James has gone as far as anyone else towards answering this question. We must realize, he says in substance, the immense difference between fine feelings and fine actions. We must constantly remember that generous feelings which do not stimulate their possessor to generous actions under appropriate circumstances, leave their possessor less generous than they found him, that unselfish aspirations which do not issue in unselfish conduct tend to weaken the will. But Prof. James did not base his conclusions on genetic psychology. We see, then, that we cannot determine what ought to be studied by studying genetic psychology.

What light can genetic psychology throw on the question as to proper methods of teaching? I am not a Herbartian. I dissent radically from the Herbartian doctrine of the will and consequently from the Herbartian doctrine of interest. I believe that the Herbartian doctrine—that all the studies in the school course may be made a means of revealing moral ideas, and consequently a means of moral training—is not only false, but pernicious. I believe the doctrine of concentration, as many Herbartians explain it, is at war with the fundamental principles of psychology. But, nevertheless, I believe that the main outlines of the Herbartian doctrine as to the steps or stages in the methods of teaching will stand the test of time. But Herbart did not base his conclusions as to method on genetic psychology.

Will genetic psychology throw any light on the proper order in which studies should be taken up? Undoubtedly. Although the end of education must determine what is to be taught, the question as to when the various subject we undertake to teach must be taken up, manifestly cannot be answered except by a study of children's capacities. Granted that there are things which a child must know in order to be educated, it is yet evident that the child cannot learn them until he has the capacity to learn them, and there is no definite way of determining when this capacity will appear. Granted that there is a certain training of his powers which a child must acquire in order to be educated, it is evident that there is no definite way of determining when his faculties can begin to be exercised, and how much, in order that this discipline may be the result. Granted that the child must acquire a certain training of his emotions that he may learn to love what is good and hate what is bad, in order to be educated, and granted also that his training can only result from bringing his mind into contact with the noblest ideals he is capable of appreciating, it is evident that there is no definite way of telling what are the noblest ideals he is capable of appreciating.

Undoubtedly the two great questions for genetic psychology to answer are: (1) When shall we teach children the subject they ought sometimes to study, and (2) how much time and energy can we safely ask children to give to this work.

Ventilation of School-Rooms.

By Asst. Supt. A. P. Marble, New York City.

The Honorable Yung Wing, a Chinese diplomat, long resident in the United States, was educated in this country and graduated at Yale. He once said to his old teacher, Mr. Hammond, of Monson academy, Mass., that it would have saved his countrymen untold millions of money if they had understood the principle of the draft in chimneys; but they had always built fires on open hearths and braziers. In health and comfort, if not in money, an equal amount would be saved in this country if everybody understood the simple principles of ventilation.

In ventilating a school-room, the problem is, to supply for every pupil about thirty cubic feet of pure air per minute, at about 70 degrees Fahrenheit in winter, without producing drafts. And the conditions are various—between the North and the South; in summer and in winter; on the windy prairie, and in the shelter of the hills; in the city, and in the rural district. The principle is the same in each case; the application of that principle must be modified to suit the various conditions.

In the school-rooms of this country every known variety of ventilating apparatus may be found, from nothing, except the doors and windows, to systems so elaborate and complex that the air itself seems to become confused among the labyrinthine flues, and ducts, and passages. It is not to be expected that every teacher will understand all these; but every teacher should learn at once the provision made for ventilating the school-room that he occupies. On inquiring the purpose of a register or flue in the walls of a school-room, we frequently hear the teacher say that it is designed for either the ingress or the egress of either fresh air or foul, warm air or cold, he doesn't know which; and this answer represents the acquaintance of the majority of the teachers with the means of ventilation in their own school-rooms. They know as little about it as the Chinese know about chimneys.

In recognition of this prevailing ignorance, automatic regulators of heat and ventilation have been provided in some school-rooms, at great expense; but the thermostat, though useful, can never take the place of an intelligent teacher. As the first step, therefore, in improving the ventilation of school-rooms from one end of the country to the other, my first proposition is this: Three pieces of ribbon, half an inch wide and a quarter of a yard long (for patriotic reasons, red, white, and blue), should be tacked above every hole in the wall, above every window and transom, through which the air may pass either outward or inward. By this simple device, the teacher may see, at a glance, what is going on. He may not know what the various registers, flues, and ducts, are meant to accomplish, but he can know what they actually do; and in the absence of the ribbons, he may paste up narrow strips of tissue paper, just as good as long as they last. This simple expedient calls the attention of both teacher and pupils to the motion of the air; it is a protection from drafts; above all, it daily invites to a study of the school-room air.

My second proposition is: That the heating and ventilation of school-rooms should be a required study in every normal school, and a subject of examination for teachers. The movements of the atmosphere are as interesting as the study of the motions of Saturn or the moon, and far more useful. As between astronomy and aerology in a normal school, let us have aerology. Notice the particles of dust, or a wreath of smoke, seen in the sunbeam as it enters a partially darkened room. Contemplate now the blizzard that uproots trees and sweeps to destruction houses, villages, and even the masonry of great cities. Both the smoke-wreath, wafted gently upward, and the devastating tornado, exhibit the effect of heat upon the air;

and this elastic, expansive, and sensitive air is the subtle medium to be directed and controlled by ventilation.

The methods employed in the ventilation of school-rooms are of two kinds; the natural method, and the artificial or mechanical method. The first of these is the more simple, and, generally, it is less expensive; the last is the more costly at first, but more effective; especially in large buildings. The so-called natural ventilation consists of a heated flue, or series of flues, in which a draft is produced. It depends upon gravity alone; but it is sometimes supplemented by the force of the wind. It is not natural, in the absolute sense, since it depends upon the construction of the school-house.

The heated air in the flue expands; it occupies more space, and is, therefore, lighter than the colder air. This colder air, by its greater weight, falls and forces upward the heated air;—just as a balloon is raised by the downward pressure of the surrounding air; and just as a cork is raised by the downward pressure of the water on which it floats. The heated air does not pull upward through the flue; it is itself pushed up; though, in a sense the draft is caused by heat; in another, and a broader sense, the draft is caused by gravity. With an open fire, if the flue is damp and cold when the fire is first lighted, the chimney does not draw, because the warm air becomes chilled before it reaches the chimney, so that the downward pressure in the flue is as great as the upward; on the other hand, if the room is closely built, so that no cold air can enter through the crevices, then the chimney will not draw, because the lighter air cannot be lifted up the chimney. A ventilating flue, then, is constructed on the same principle as an ordinary chimney.

The jacket-stove is simply an ordinary cylindrical stove, surrounded with a sheet-iron cover, placed several inches away, reaching to the floor, and open at the top. Below the stove a flue extends to the outer air. The stove heats the air within the jacket; the warm air rises into the room, and the cold air enters from the outside, to become heated, and rise in its turn. Of course, being lighter, the warm air passes to the top of the room. If now the room is tightly closed, so that no air can escape, the warm air will soon cease to come inward through the jacket, because the room is full. By lowering a window at the top, the warm air from the jacket will pass outward, and neither warm nor ventilate the room. On the other hand, if the chimney-flue, or any heated flue, be opened near the floor, then the air is withdrawn from the bottom of the room where it is coldest; and this makes room for the heated air to enter again through the jacket. In effect, the jacket is a chimney, so to speak, to bring warm air into the room, and the chimney, or ventilating, flue withdraws the air just as it does with an open fire. By these appliances, the air of the room is constantly changing—the warm air from the jacket rising to the top of the room, and then gradually settling and warming the whole room as the air is exhausted from the floor through the ventilating or exhaust stove.

The jacket-stove illustrates every other method of natural ventilation by means of heated flues. The hot-air furnace is merely a large jacket-stove placed in the basement. It has a cold-air supply on the same principle, and the warm air rises from the furnace to one or several rooms through metallic ducts. These ducts frequently open into the room through registers in the floor. The registers should never be placed in the floor, because they collect dust. They should be placed in the wall seven or eight feet above the floor, because the warm air passes to the top of the room in any case, and the elongated flues produce a better draft.

Again, steam coils, or radiators, enclosed each in a box, through which the outer air passes to be warmed, are merely another form of jacket-stove; and they operate upon the same principle, so far as ventilation is concerned. In every one of these—the jacket-stove, the furnace in the basement, and the steam radiators—

the warm air is carried through flues to the top of the room by gravity; that is, by the pressure of the heavier cold air, which makes the warm air rise.

And in each of these cases the warm air will not enter the room unless a corresponding volume of air is constantly withdrawn. If the windows are lowered at the top, or if a ventilating flue opens from the top of the room, the warm air simply passes outward, without either warming or ventilating the room. Hence, it is apparent that the air must be withdrawn, or exhausted, through flues opening near the floor; and these flues must be heated in some way, to produce an upward draft.

The wind has an effect upon every one of these modifications of the jacket-stove. If it blows directly upon the radiators, the air will enter the room before it is warmed, whether the radiator be the stove, the furnace, or the steam-coil. Moreover, the rooms on the windward side of a loosely-constructed house will feel the pressure of the wind, and the warm air will not rise from the radiators through the flues. The effect of the wind must be, therefore, provided against and discounted in advance.

The fault of this natural method is, that it depends upon a wide difference of temperature between the outer air and that of the school-room. It does not operate effectively in still, mild weather, and in such weather the chief dependence must be placed upon open windows; but its simplicity commends it for small buildings, and in places where motive power is not easily accessible.

Artificial or mechanical ventilation is like the natural method just described, in respect to the radiating surface and the conducting pipes or flues, both for the ingress of fresh, warm air, and for the exit of vitiated air. It differs from the natural method, in that it propels the air either inward or outward, or in both directions by means of a fan, or blower, or a form of air pump, driven by steam, or other power. It therefore acts uniformly, and independently of wind and weather.

There are various forms of fans driven by steam or electric power. They are sometimes used to force the air over the radiators and into the school-room; this is called the plenum system. Sometimes the fan is used to withdraw the air from the school-room through the ventilating flues or ducts; this is the exhaust system.

The exhaust fan may withdraw from the room thirty cubic feet per pupil each minute. The vacuum so created should be supplied through the warm-air or radiating flue; but, practically, the air comes in partly through the crevices in the doors and windows. The exhaust system is a failure when used alone.

The plenum system forces the requisite quantity of fresh, warm air into the room every minute. If the exhaust flues are properly heated, a large part of the vitiated air will pass out through those flues; but a certain proportion of air will be forced from the room through other orifices, with no serious consequences, and yet with some interruption of the best ventilation. The plenum system is vastly superior to the exhaust system, when each is used alone; but the best results can be obtained by a combination of the two.

When thirty cubic feet of air per minute, and at the proper temperature, are forced into a school-room, and an equal volume of air is withdrawn by means of fans, it would seem that the ventilation must be perfect; but there are difficulties still. In the first place, a very delicate adjustment of flues is necessary, if one central fan is to force the warm air uniformly to twenty or more rooms variously located, and at different distances. In the second place, we meet the difficulty of drafts in the school-room. In no case should the air move at a greater velocity than 200 feet per minute. Even at this rate, currents may be felt in some part of the room, unless the incoming air is dispersed at the ceiling, and the outgoing air is withdrawn through registers, a yard or two distant from the pupils. In

the third place, it remains to be determined whether the air is changed every fifteen minutes in every part of the room. It is not certain that this result has ever actually been produced; but the combined system of forced ventilation, if properly applied, will accomplish it, if it ever can be accomplished.

Thus far, we have considered this subject mainly respecting a cold climate in winter. In warm climates, the combined fan ventilation is especially desirable; but at present no school-room ventilation is perfect; most of it is sadly deficient, and much of it will continue so for a long time. We must improve it as fast as possible, and in the meantime we must try to develop the "adjustable boy"; that is, by recesses, by physical exercises, and by hygienic living, the boy must be made, physically, so strong that he can breathe the poison of impure air, and sit in drafts a part of every day, and grow fat!

To summarize:

1. Most teachers know but little about ventilation, and they are not alone in this.

2. Red, white, and blue ribbons for ventilating-vanes should hang and float above every school-room air-hole.

3. Aërology should be a study in the course of every normal school.

4. Natural ventilation is defective; but it must be used in a majority of schools, and it should be the best of its kind.

5. The exhaust system of fan ventilation should never be used alone.

6. The combined system of mechanical ventilation is the best now known.

As to a few details:

1. In cold climates all school-room windows should be double.

2. The ingress of fresh air should be at least eight feet from the floor; and so far as possible, the current should be thrown against the ceiling and distributed.

3. The exhaust should be always near the floor, if possible, only six inches above.

4. All registers should be upright—never in the floor.

5. A current of air through a register at a velocity of 100 or 200 feet a minute will feel cold to the hand, though at a temperature of 90 degrees Fahrenheit. Hence—

6. No child should sit within a yard of a ventilating register.

Some Problems of the Kindergarten.

(Part of the report of the committee on training of kindergartners, read before the International Kindergarten Union, by the chairman, Mrs. A. H. Putnam, of Chicago.)

Nearly three years ago it was determined by the International Kindergarten Union to take such measures as were in its power to raise the standard of our training class work. Many of the training schools then, as now, were private institutions; a comparatively small number were organically connected with the public school system, and but few were related to this union. These training schools are scattered from Maine to Florida and from the Atlantic to the Pacific coast, therefore it has been a difficult matter to gain the knowledge which the committee needed.

To summarize briefly the information gathered from over 150 letters, the work in special studies, as psychology, literature, and drawing, is mostly carried on by specialists, often by professors from universities near which the training school is located. Direct work in nature study has come to vivify much that the student has gained in high school almost entirely from books, instead of from a first-hand living experience with things. Music is beginning to take its rightful place in the training school, and voice training for speaking as well as singing has a large place and the quality of the songs given to the children has greatly improved.

Child study occupies a prominent place in many programs, but there seems to be almost as many methods pursued as there are people engaged in it. The plan in many places seems to be a still hunt for the spontaneous interests and instincts of the child, with watchful care of such interests, and their replacement by other states of thought and feeling. There seems to be on the part of some teachers a desire to put the child through formal and conscious tests, as to what the child knows positively or negatively of the facts of form, color, number, position, etc. While less helpful than the other method, yet any plan which makes for better knowledge of the child's world from the child's point of view, cannot utterly fail.

The rapid growth of the kindergarten idea is disclosing many weaknesses that hinder its organic growth and also subject us to outer criticism. "To what is near we oft are blind," says Froebel, and is it not true that we are not equipped for the wise judgment and application of these principles until we thoroughly understand that whatever may be the particular field of our own study and knowledge, others studying the same problems from other standpoints are really completing our imperfect knowledge.

Among the problems forced upon us are: 1. The growth of the idea of the new education in public favor has brought into being many kindergartens. This has made some provisional arrangement for additional help for the director a necessity. In the larger cities this help comes from those who are studying. In smaller places the kindergartner trains her own assistants and often this follows close upon graduation. She thus becomes a law to herself and others without having had time to assimilate the knowledge and to gain the experience necessary for this work.

Often a young girl who has had no experience in training adults finds herself where a training class is demanded and owing to the small salaries paid kindergartners it appears to her almost imperative or at least very tempting to do something in other lines. Many of the faults charged up to the kindergarten are frequently the direct outcome of the immaturity of such teachers.

2. In places more or less isolated, the kindergartner is often called from her room to substitute in grade work, leaving the children to assistants not as yet qualified to assist. This is detrimental. Here, too, the standard and ideals of work proper to primary grades is expected of the kindergarten child and he is drilled in knowledge of number, form, color, to the exclusion of all opportunity for creativeness. Slowly but surely the fact is being borne in upon us by modern psychology that knowledge of facts is not substantial faculty, and that the brain unless hungering for truth to convert to use, in the long run disclaims such knowledge or accepts it as a burden rather than a privilege. All the old ideals affect the training teacher and she becomes as mechanical and inflexible and unpsychologic with her elder students as some kindergartners are with their children.

3. There is always a danger where one is shut out from the enthusiasm and incentives to study which come from a consensus of interests. One is apt to walk in a beaten path until it is worn into ruts. The isolated teacher may not know that even her own Alma Mater has perhaps "built more stately mansions," and the methods and devices at first useful have been set aside for those which are deeper and more vital. She forgets, or possibly never learned, that no work is enduring which is stamped with a borrowed stamp, and unless her work springs from the heart vivified by her own thought, it must wither and perish. Nature is not one law of growth for the germ and another for the plant. She works continuously with no break from the least thing to the greatest. The teacher of to-day must explore the individual capacities and limitations of her students before she can reach them effectually.

Department of Superintendence, N. E. A.

Chattanooga Meeting, February 22, 23, 24.

The meeting was called to order one hour later than the time specified, owing to the absence of some one whom the local committee had selected as presiding officer. A delay of this kind should never be tolerated again. The department meets for solid work, and it is better to relegate all red tape and frills, including



State Supt. Nathan C. Schaeffer, Pennsylvania.
President of the Department of Superintendence, N. E. A., 1897-98.

the gushing nothings with which welcome speeches and responses are inflated to desuetude than to allow any of these matters of form to consume as much as sixty valuable minutes. Thanks to the splendid address delivered by State Supt. Price Thomas, the annoyance caused by the tardiness was soon forgotten. This polished, generous, dignified, noble speech of welcome will long be remembered.



Supt. W. L. Steele, Galeburg, Illinois
Secretary of the Department of Superintendence, N. E. A., 1897-98.

The words of Mr. Thomas are worth printing in full:

ADDRESS OF WELCOME BY STATE SUPT. THOMAS.

"In the name of the educational interests of the state, I give you welcome. Tennessee has a place and a greeting for all. North Carolina and Virginia, we welcome as the mother and grandmother upon whose knees we sat in childhood, learning our letters from the blue-back speller. John Sevier and Andrew Jackson, James Robinson and Daniel Boone, crossed the mountains with our fathers, and gave us lessons in woodcraft and statecraft, in civilization and patriotism. The Old North state and the Old Dominion need no words of welcome from Tennessee.

"South Carolina we remember as our hot-headed school-mate, in the old field school, when New England and the North essayed to teach us new lessons in political economy. She led us into trouble in '61. We took our lesson in corporal punishment together, and promised never to play 'hookey' again. But the bitterness of it is all forgotten, and we and they clasp hands to-day in the same kindly spirit with which pupil and teacher always meet again in after years.

"The states of the great Northwest we welcome as the normal school graduates of the great body of teachers. They have grown up since the day of the log school-house. They learned to read by the word method, and are ignorant of the alphabet, and of the 'b-a, ba.' We greet them and envy them.

"Missouri, Arkansas, and Texas are Tennessee's fair daughters. Davy Crockett, Thomas H. Benton, Samuel Houston, and the countless other less known, but no less worthy Tennessee heroes, were the commonwealth builders of the great Southwest. Their state and county superintendents and county judges have dangled their legs from backless benches in Tennessee school-houses. Tennessee is still 'home' to them.



State Supt. Price Thomas, Tennessee.

"Georgia, Alabama, Mississippi, and the solid South know where the latch-string hangs in Tennessee. We have 'drunk from the same canteen.' We have slept around the same camp-fires, and sung 'Dixie' and the 'Bonnie Blue Flag' together.

"But learning knows no North—no South. The broad principle of universal brotherhood underlies the true idea of education. We recognize in this association the embodiment of the spirit of human progress, and, believing that that spirit will go out from this meeting into the school-houses of the hills and valleys of Tennessee, I give you two-fold welcome.

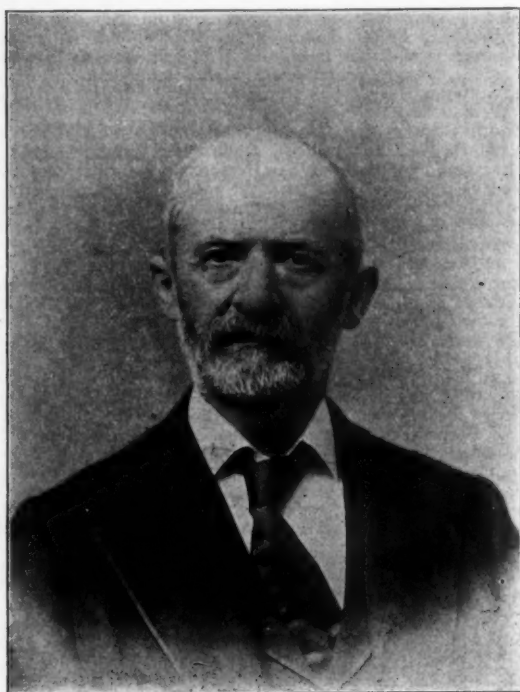
"I think that when humanity went wandering out from the Garden of Eden into the brier-pitch of mundane reality, God gave to man a guardian angel—the spirit of human progress. Without her, mankind would have been lost, long since, amid the purposeless wanderings of his own blind folly; but with her guidance, humanity is always moving onward and upward, approaching nearer to God, and to that ultimate perfection which was God's purpose in man's creation. I think this guardian angel—this spirit of human progress—carries in her hand the key to the solution of all those social and political problems which vex mankind to-day. With this key she

is unlocking, one by one, the doors which lead to the physical, intellectual, and moral uplifting of the masses of humanity. This key is education.

"Ladies and gentlemen, in the name of education, I bid you welcome, thrice welcome, to Tennessee."

MR. HOUCK'S RESPONSE.

Deputy State Supt. Houck, of Pennsylvania, made a decided hit with his extemporaneous response, bubbling over with fun and good nature. Walking to the front of the rostrum he took up a glass of water and proclaimed in loud voice, "Here's to Tennessee!" He



Deputy State Supt. Henry Houck, Pennsylvania.

followed this with a number of mirth-provoking stories and happy remarks, and when he had set everybody in the auditorium to laughing, he stopped suddenly and solemnly remarked, "It seems to me there is too much levity in the house." He closed with a cordial response to the words of welcome offered by Mayor Watkins, of Chattanooga, and State Supt. Thomas. Dr. Houck has few equals as an orator.

The Township High School.

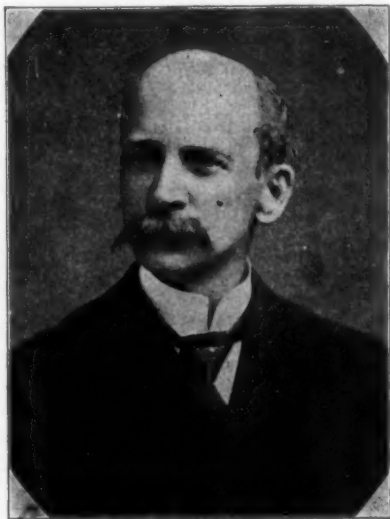
State Supt. Baxter, of New Jersey, made a plea for rural high schools, on the ground that these institutions are demanded by the times. He believed that better educational advantages are required to make our rural population more contented, and their environments more attractive.

State Supt. Emery, of Wisconsin, reviewed the history of the establishment of township high schools in Wisconsin, which began in 1874:

"If any state has made a strong and persistent effort to promote a township system of high schools, that is true of Wisconsin. The leading teachers and educators everywhere were heartily in sympathy with the movement; a system of normal schools had been established, and they, too, were in sympathy with it; and it has received the cordial support of the state department all these years.

"The Wisconsin free high schools, as now organized and administered, are a great power in the state educational system. They furnish the requisite academic preparation for the admission of their graduates to the state university, the state normal schools, and to college; they are the chief reliance for preparing the great body of teachers required in the district schools. Their influence is very great on the work of the lower related grades, and on the work surrounding rural district schools. The high schools receive a very great stimulus from the university, the normal schools, and colleges, and

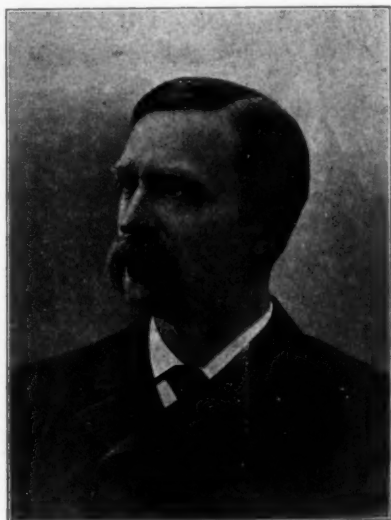
in turn furnish incentives that give a great uplift to schools of lower grades. And they are the local secondary schools



State Supt. C. J. Baxter, New Jersey.

in which many young people find their only opportunity for supplementing their common-school education."

State Supt. Stetson, of Maine, said that in all parts of his state, township high schools had been established, and that they were doing good work. These institutions are supported jointly by the state and the townships. Mr. Stetson believes that nothing but a thorough English course of study should be followed in these schools.



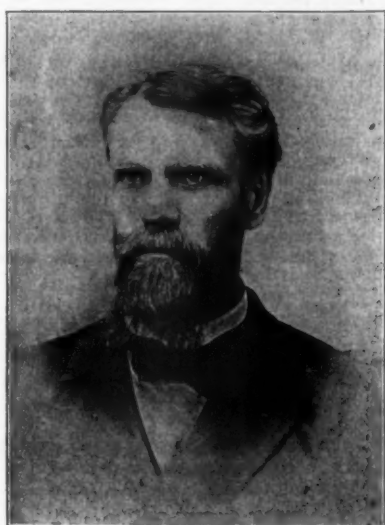
State Supt. W. W. Stetson, Maine.

The Mission of the Elementary School.

Dr. M. G. Brumbaugh, professor of pedagogy in the University of Pennsylvania, read a paper on "The Mission of the Elementary School," in which he said in part:

"By common consent, students of education are taught that the movement in education is from the thing to the symbol, from sensation to conception, from the real to the ideal, from the concrete to the abstract, from the letter to the spirit, from the realm of sense to the realm of reason, from individual notions to general notions; that the educational process is a self-enthusiased movement from the things of sensation to the exercise of practical and theoretical reason. But in our practice all these maxims are rendered relatively valueless, and even misleading; since they figure an ideal process from its initiative to its culmination.

"Methods are in danger of two extremes—overconcreteness and overabstractness."



State Supt. J. Q. Emery, Wisconsin.

Dr. Brumbaugh said that it is of vital importance to properly direct the trend of child-thought. The first thing, however, is the training of the feelings. Since the days of Rousseau we have been endeavoring to make character, determine will, by training the intellect. The child is exhorted to think, while it is not taught to feel.

Balzac, in "Une Fille d'Eve," gives a description of the depressing education given by the countess of Granville to her two daughters. To make smooth their path to heaven and husbands, she subjected them to a régime that had at least one fatal defect—it took no account of the emotions. The result may be gathered from the story. But have we not to-day mothers and teachers who pursue systems of education at the cost of the pupil's emotions, that is to say, at the cost of their real happiness? We do not take account of these emotions which are the highest part of our nature, and are most impressionable in childhood.

In the early church schools the emotional life of the child was appropriated to religion. The church made men of great power, because it made men of great feeling. The same is substantially true of the great Greek system, prior to the days of sophists. The child was trained to feel devoutly. Over against this, modern education is becoming more and more intellectual; less and less æsthetic.

Plato is the author of the maxim so much respected by the Germans that "the feeling with which education begins, is wonder." This comprehends the entire problem.

The second cardinal purpose of the elementary school is to enrich the child; and this will be best done in a system that provides as carefully for reflective activity as for expressive activity. In closing, Dr. Brumbaugh said:



M. G. Brumbaugh, University of Pennsylvania, Philadelphia.

"The elementary school fulfils its mission, then, by training the feelings; by such a simplification of the curriculum as will give the culture side of education greater prominence; by emphasizing the mastery of language, as the central possession of the child; by an intellectual versatility, the best mental equipment for life; by promoting the virtues of politeness, conscientiousness, and humility; by giving greater prominence to the permanent, rather than the transient results in teaching; and by placing in the elementary schools teachers so thoroughly trained and enthused with the ideals of the

school as to render the school career of the child marvelously successful by making it supremely pleasant."

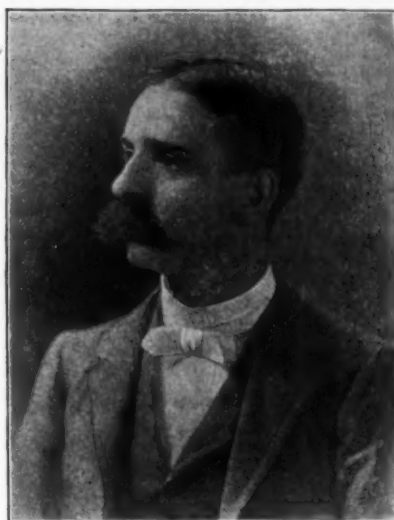
Educational Problems in the South.

Under the leadership of Supt. G. G. Bond, of Athens, Ga., a very profitable conference was held discussing educational problems in the South. Prof. Branson, of the State normal school at Athens, Ga., presented a paper on

"WHAT KIND OF NORMAL TRAINING SHOULD THE TEACHERS OF THE SOUTH RECEIVE?"

Mr. Branson said in part:

"The common school teacher of the South does not seem to me to be uniquely conditioned, either in his resources or his needs. If his scholarship or pay be poor, this has not been without parallel elsewhere. If he is an apathetic drudge, in



E. C. Branson, State Normal School, Athens, Ga.

need of spiritual awakening, this again is a state of things common enough among underschooled and overschooled teachers alike."

Mr Branson urged the following:

(1) "Our normal schools need to be open to students throughout the entire year;

(2) The common school teacher needs to find the gross total of expenses reduced to a minimum in our normal schools; otherwise they are beyond his reach, for his salary in the South is a bare pin's fee;

(3) The faculties of our normal schools need to be out in the open field, working in the institutes, and addressing popular audiences whenever occasions arise and chances permit;

(4) The officers and instructors in a normal school ought to be completely committed in conviction and in conscience to the normal school idea."

In considering the concerns of efficient normal training, with particular application to the South, Mr. Branson said:

1. "There is general need of open announcement, that the normal school exists to prepare the fit, as far as may be possible, or proper, for it, to eliminate the unfit applicant for the teacher's place—to stand in the way with the natively apt, and in the way of the nativity inapt as an unsurmountable barrier.

2. Briefly and roundly, a proper teacher-culture endeavors to enrich and develop native-teaching aptitudes with academic scholarship, with a knowledge of pedagogy, psychology, and methods, to the end that the teacher may be stimulated to go on to outfit himself still further in virile and thoughtful ways of his own in his school-rooms. These six essentials of teacher-culture—native aptitudes, academic scholarship, pedagogy, psychology, methods, and thoughtful experience—are all to be duly valued and set into harmonious adjustment.

3. The student that enters a normal school needs at once to have a bird's-eye view of the essentials of teacher-culture: to be set safely upon their mastery, and brought to realize that it means a lifetime of tuition, and of self-tuition, mainly.

4. Normal students have a right to expect tuition under instructors of large and liberal preparation, who have run the gamut of school experiences, his own among them; who are on a footing with him, but are a head taller.

5. Again, the common school teacher down South needs to know more. He needs a larger scholarship, lamentably.

6. Common school teachers need to study methods liberally in our normal school courses.

7. And, finally, our teachers' need to be started in our normal schools into a sound educational philosophy, and to come to love this side of their work with steady, cumulative fervor, as their hands are more and more dyed in the details of practical teaching, and their hearts are more and more melted by the companionships of youth and the widening relationships of life."

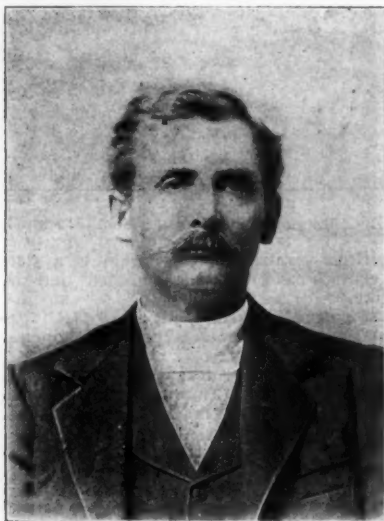
DISCUSSION.

State Supt. Sheats, of Florida, said that early in the 80's the demand for teachers with normal training amounted almost to a craze, and to meet this demand, great numbers of colleges and secondary schools became full-fledged normals, as a drawing card for patronage.

"Some sections of the South are still afflicted with a superabundance of these candidates for public favor. It is really a fortunate adjustment for us that graduates of normals, with a lower standard of education, come in to fill a want where it would be difficult to command college or university men. Do not understand me to plead the necessity for low-grade schools, or for a second- or third-rate man.

"I fully indorse the sentiment of the paper, that the teachers of the South need more education and a broadening of their range of vision; that professional aspiration is too low, and that the motive for being in the profession is too often artificial, and adulterated with selfish considerations, to produce the best results. In the South, we must have all the departments usual in normal schools, and though this class of schools is thirty years younger than in New England, it is hoped that the zeal with which the normal school idea has been received, and the use which has been proposed to be made of the ladder which New England has built for us, that this section will not be so long shortening the distance now existing between normal schools North and South."

Mr. Slaton, of Atlanta, declared that a teacher is not competent to take charge of a class or school when she comes out of a normal school. He said normal graduates should be instructed for about six months by a competent common-school teacher before being placed in charge of a school-room.



State Supt. W. N. Sheats, Florida.

BETTER SUPERVISION.

Pres. Charles D. McIver, of the State Normal and Industrial school at Greensboro, N. C., presented "A Plan for the Better Supervision of the Common Schools." He said among other things:

"What we need in every county is an educational evangelist, who, in addition to his power to train teachers and inspect their work, has especially the power to arouse the people and cause them to cease trifling with the great questions of education. He should be able to represent, in a popular way, the truth that teaching children is the most delicate and important work by the state or the individual, and, besides that truth, he ought to be able to show, as he can from labor reports, that there is no kind of work calling for skilful laborers in wood, iron, stone, or other raw material, for which the public is not willing to pay from two to three times as much as it pays for the teaching of its children."

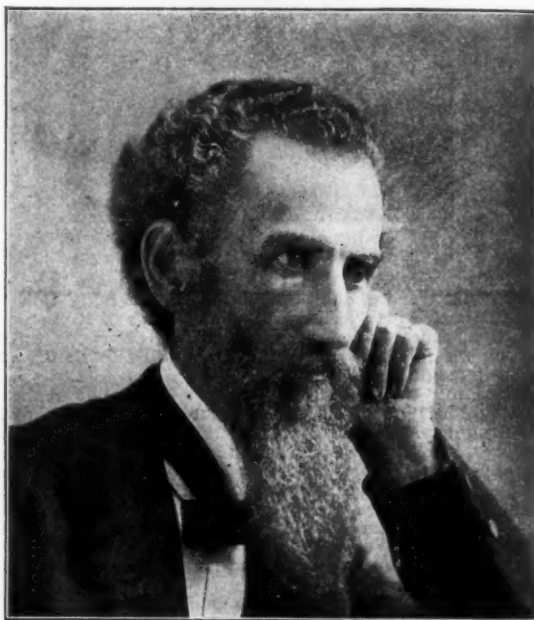
DISCUSSION.

Supt. Otis Ashmore, of Savannah, Ga., led the discussion, which was participated in by a number of Southern superintendents.

EDUCATION OF THE NEGRO.

State Supt. G. R. Glenn, of Georgia, gave a very interesting extemporaneous talk on "What the Negro Gets from Common School Education in the South and What he Gives to it."

Mr. Glenn said he had always advocated the extension of the education of the colored race in the South. He believed that education was the only remedy by which their condition could be ameliorated. The financial side of the problem was simple. The South had spent \$500,000,000 within the last twenty-five years for education, of which \$100,000,000 has gone for the education of the negro, who has received from \$5 to \$10 for every \$1 in taxes he has paid.



State Supt. George Glenn, Georgia.

Mr. Glenn said that a great deal had been said about the problem of educating the negro that is not so. "We are now giving," he said, "our time, our money, and our patient intelligence, trying to work out the right thing for these people as we see it under God's shining sun. We are finding that the negro can be made a good and useful citizen. We are finding that the more of the right kind of intelligence and sympathy we give him, the more the man is rewarding us for our money."

Supt. Glenn stated that over 90 per cent. of the inmates of the Georgia penitentiary are negroes, and that they are there because they are ignorant. "It is cheaper," said he, "to spend money on a negro boy than it is to neglect him, and pay for trying, convicting, and sentencing him to the penitentiary. The negro has given us little, but we are giving him something that will help the South as well as the North. I am in favor of giving him all the education he will take. If we don't educate him, the time is coming when we can't stay in this country with our families."

Supt. Glenn said it was only the ignorant negroes who committed the foul crimes chronicled so often in the newspapers. He had never known of an educated negro committing such a crime anywhere. His opinion was, that the time had come for Congress to take up the problem and assist the South in educating the negro. "As a race," said he, "the sun doesn't shine upon a more teachable people."

(To be continued.)

In a lecture on "Ethics of Child Study" in Richmond, Va., Dr. Maximilian P. E. Groszmann, former superintendent of the Ethical Culture schools of New York, said that the young child is neither a moral nor a religious being; he is a savage and idolater. We must not stamp our own notions and prejudices on the pliable soul of the child. Set before him noble examples for his inspiration, but not for his imitation.

Speaking on the development of criminality in the child, Dr. Groszmann said that the three principal causes of the abnormal development which causes crime are bad nutrition, fatigue, and disease. He suggested isolation of the born criminal and separate schools for defective children as means of curbing criminal tendencies.

The School Journal.

NEW YORK & CHICAGO.

WEEK ENDING MARCH 12, 1898.

The powerful hold that politics has on the educational machine cannot be easily taken off. At the meeting at Chattanooga several superintendents met in a room for friendly intercourse, but the talk drifted to political control. After an exchange of opinions, one remarked: "I cannot speak for the rest, but it seems to me that we are as much under the politicians as we were twenty years ago. Then the 'influential citizen' counted for something, the lawyer, doctor, minister, or some college-bred man, but now he is a fellow of less importance. The large sum of money expended in buildings, furniture, and apparatus is a temptation." Yet it was agreed that the demand for able teachers was more widespread than formerly.

The widespread interest in nature study and the teaching of science generally, is steadily growing. Associations have been formed for the special consideration of the problems in this work. One of the most important of these is the New York State Science Teachers' Association. The second annual meeting, held at Ithaca, was a most profitable one. *The School Journal* takes pleasure in announcing that a complete report of the sessions has been prepared for its columns by the secretary, Mr. Franklin H. Barrows, of the Central high school, Buffalo. This will be published either next week or the week following. Several of the most valuable papers presented at the meeting will be given in full.

An experiment tried in New York state gave results that showed that teachers are quite apt to go backward instead of forward. The holders of second-grade certificates, good for two years, were obliged to be re-examined if they wished to teach longer. Over 60 per cent. of those who re-applied for second-grade certificates failed on the re-examination. A teacher in Green county who thus failed was asked the reason, and her naive answer would be that of many, "We didn't many of us expect to need to teach more than two years, I suppose, and so we did no studying." As most of the holders of these certificates are young women, it may be supposed that they expected to be joined in the bonds of holy matrimony, and hence what was the use of study.

The attendance at the Chattanooga meeting of the Department of Superintendence was large. Still it was felt that many more superintendents might have been attracted if the program had offered more definite assurance that they would get full return and more for the considerable expenditure of money and valuable time involved. True, at least three out of the nine sessions were entirely devoted to problems of direct interest to superintendents. But to the busy superintendent who reads the program before deciding to attend, this means only three out of nine. And then there was no end of papers, round tables, conferences, or whatever name was given to the meetings, all of which were formal affairs. Discussions opened with a paper and were followed by other papers. The purpose for which the department was established seems to have been lost sight of. There should be more informal discussion, more actual conference given to the consideration of problems of school supervision and administration. The evening sessions ought to be sufficient for the presentation of general subjects and addresses to the gallery.

The report of the meeting of the Department of Superintendence will be concluded in *THE JOURNAL* next week.

International Kindergarten Union.

CONVENTION AT PHILADELPHIA, FEB. 18 AND 19.

Skies were gray, streets were muddy, and the air was moist a large part of the time during the days of the kindergarten convention, but it takes more than a Philadelphia rain to dampen the enthusiasm of the kindergarteners. The delegates, who were decorated with tiny flags, came from most of the large cities of the country, and from many smaller ones. Everything was done that the patriotic old city could do to make them welcome. The assembly room of the Girls' normal school, where the meetings were held, was decked with bunting in the national colors, and with flags, palms, and carnations. All possible pains were taken to make the visitors enjoy their sojourn in the Quaker city, and many homes were thrown open to extend hospitality.

The first session of the convention was held Friday morning, February 18. The kindergarteners were welcomed to Philadelphia by Prof. Samuel B. Huey, of the board of education. Mr. Huey showed wherein Philadelphia has been in the front rank in the line of education, ever since the days of William Penn. Today, the University of Pennsylvania, situated there, is a center to which national and international study, are bringing fame and power. He paid high tribute to Miss Anna Hallowell, who organized the first kindergarten in the city, in 1879, and said that from small beginnings Philadelphia had one hundred and twenty-two kindergartens, with one hundred and ninety-six teachers, maintained at a cost to the city in 1897 of more than \$98,000.

An address of welcome was also made by Prin. George H. Cliff, of the normal school. The roll of delegates was called and reports from the treasurer and the secretary were read. The report of the committee on magazines and literature was presented by Miss Emilie Poulsson, and a list of books was added to those adopted at the last annual meeting. After the president had announced the names of members appointed on committees, a recess was taken, during which luncheon was served in the teachers' dining-room of the school.

At the request of the president of the Union, Miss Lucy Wheelock, of Boston, the vice-president, Miss Mary C. McCulloch, of St. Louis, presided at the Friday afternoon session. Mrs. Mumford, of the Philadelphia board of education, gave an address of welcome, offering the greetings of the women of the city, especially the mothers, to the delegates and their friends. As one of the fundamental purposes of the union is to elevate the standard of professional training of the kindergartener, the report of Mrs. Alice H. Putnam, of Chicago, the chairman of the training committee, was of great interest. After summarizing the results of three years' work in studying the methods pursued in the different training schools of the country, Mrs. Putnam presented some of the problems that needed solution. The report closed with three recommendations: (1) that there be formed in the union a national organization of training teachers bearing the same relation to the union that the Department of Superintendence bears to the N. E. A.; (2) that this body have at least two full sessions at the annual meeting, to discuss its problems with closed doors; (3) that any member be allowed to suggest topics for discussion to a committee appointed to receive them, and who shall select those most generally asked for, the questions to be in the hands of the committee at least a month before the meeting.

Miss Susan Blow was sitting on the platform and Miss McCulloch asked if she would make a few remarks. In response she gave her views on experimental psychology in the kindergarten. She quoted freely from the article on the dangers of experimental psychology, by Prof. Münsterberg, in the February "Atlantic Monthly," and she said that she and writer quite agreed.

Mrs. Kraus-Boelte, as the "Mother of the kindergarten in this country," occupied the center of the platform, and gave a few words of greeting to the kindergartners present.

Dr. Jenny B. Merrill, supervisor of the Manhattan-Bronx kindergartens, in discussing Mrs. Putnam's report, said, "That all normal training, whether kindergarten or otherwise, should be based upon an advanced general education. If a community demands a high school education for its primary teachers, it should demand the same for the kindergartners."

Prof. Daniel Batchelor, of Philadelphia, discussed "Color Music in the Kindergarten." Prof. Batchelor said "That the discovery that the mental impression of each color coincides with the mental impression of the corresponding tone of the scale re-

veals the best way of training the musical sense of children." He explained how divided beats and the introduction of notes could be taught in the same manner.

The evening session was opened by a short address from Supt. Edward Brooks, of Philadelphia. Dr. Nicholas Murray Butler, of Columbia university followed, his subject being, "The Meaning of Infancy and Education." Dr. Butler said that if we compare the lower orders of animal life with the higher, and particularly with the human species, we are struck by the fact that in the lower orders of existence there is no infancy. The young are brought into the world able to take care of themselves, and to live an individual existence. We are struck by the fact, on examining the structure of such animals, that there is no nervous system or organization present except such as is necessary to carry on what are called reflex actions. There is nothing corresponding to the human brain.

The meaning of that period of helplessness or infancy lies at the bottom of any understanding of the part played by education in human life. That infancy is a period of plasticity; it is a period of adjustment; a period of fitting the organism to its environment, and that fitting of the organism to its environment constitutes the field and the scope of education.

Education cannot be identified with mere instruction, but means the adjustment to the possessions of the race. These possessions may be variously classified, but they are at least fivefold—scientific, literary, æsthetic, institutional, and religious. Unless the child understands that while he is an individual he is also a member of the body politic, of a life in which he must give and take, defer and obey, adjust and correlate, and that without all this there can be no civilization and no progress; then we are thrown back into the state either of anarchy, the anarchy of Rousseau, or the communism and stagnation of China and Egypt.

The session closed with an address by Dr. Lyman Abbott on "Religion in the Kindergarten."

SATURDAY, FEB. 19.

With the exception of the report of the committee on music, read by Miss Marie Hofer, of Chicago, and a paper read by Miss Alice Fitts, of Brooklyn, Saturday morning was devoted to business. The following officers were elected: President, Miss Lucy Wheelock, Boston; first vice-president, Miss Mary C. McCulloch, St. Louis; second vice-president, Miss Anna E. Bryan, Chicago; recording secretary, Miss Annie E. Laws, Cincinnati; corresponding secretary and treasurer, Miss Caroline T. Haven, New York. Cincinnati was named as the place of meeting next February, and the time of the convention is to be extended to three days.

There was no afternoon session, but a tea was given to the kindergartners in the library of the University of Pennsylvania.

The last meeting of the union was held in the evening. Miss Susan E. Blow was the first speaker, her subject being "A Comparison of the Froebelian and Herbartian Methods." She said that at first sight there seem many points of resemblance between Froebel and Herbart. Underneath these partly real and partly seeming resemblances, there is, however, a gulf of difference which no bridge can span. This difference becomes apparent when we study the practical outcome of the two points of view. The assumption of the Herbartian method is that the educator is a builder and the character of the child something to be built. In direct contrast to this, is Froebel's ideal of getting the child to pour out himself. Hence the characteristic feature of the kindergarten is that it abets the effort toward self-expression. Through self-expression come self-knowledge and self-mastery.

Dr. Lightner Witmer, of the University of Pennsylvania, followed with an address on "The Kindergarten as a Psychological Laboratory."

Dr. Witmer suggested the importance of an accurate and complete record of the characteristics of every child. He showed what such record should comprise, and maintained that it would be of the greatest service. He referred to the collection of accurate statistics based upon exact measurement. He said that these could be best obtained where the kindergarten constituted a school of practice in connection with a normal school, or where a kindergarten was conducted as part of a department of psychology.

He gave some results showing a comparison of the brightest and dullest members of the kindergarten. His results were based

upon age, height, weight, breathing power or lung capacity, and rate of movement. It was shown that the more intelligent, although they were younger, shorter, and weighed less, were yet far superior in breathing power. All these tests were on the children of the kindergarten without interfering with the regular work, and Dr. Witmer showed how they could be easily incorporated into the customary kindergarten practice.

Mr. James L. Hughes, inspector of schools of Toronto, delivered the last address upon "Froebel as a Philosopher." He began by saying that Froebel has been regarded by many teachers as merely an enthusiastic dreamer, whose educational practices were the expression of feeling, and not the result of sound psychological reasoning. Even among his disciples there have been some who have given him little credit as a philosopher.

Froebel recognized the divinity of the child's selfhood so clearly that he made the evolution of a greater selfhood the central thought in the development of each individual child. He planned a system, therefore, that requires from the child not only the use of its directive and operative powers, but the free and complete exercise of its imaginative powers.

Connecticut High School Association.

At the seventh annual meeting of the Connecticut Association of Classical and High School Teachers, held in Hartford, Feb. 26, Judge Nathaniel Shipman delivered an address on "The Place and Function of the High School." He said, in part: "The office of a high school is to represent the best idea of education that the town possesses. Its duty is to furnish the best free education that the town is pecuniarily able to give. The consensus of the educated mind is that a knowledge of the great forces of the world, air, water, heat, and now electricity, should be acquired. The knowledge of historic languages imparts grace, beauty, and dignity to the scholar. It tells the history of civilization, and the origin of our own language. The capacity to furnish such an education adds to the worth of the high school."

Meeting of Massachusetts Superintendents.

Boston, Mass.—At the 27th meeting of the Massachusetts superintendents, Feb. 11, Supt. Bouton, of Pittsfield, spoke on the qualifications of a grammar school teacher, saying that the teacher's patience need not be inexhaustible, but if he had fidelity to duty, loyalty to authority, with kindness and firmness, he would have the confidence of both parents and children. Cheerfulness and good nature settle many a problem in the school-room. The teacher who is truly religious makes an atmosphere of sweetness and light such as no other can give. The most intellectual and refined mothers in a community often make the best of teachers. The more a teacher knows about the history of education, the more likely he is to succeed in his efforts to mold the minds and character of those under his care.

Prin. Murdock, of the North Adams normal school, spoke on the preparation of teachers for grammar grades. He said that the ordinary applicant who comes to the normal school from the high school, lacks accuracy and common sense in mathematics, knows nothing about grammar, and never heard of rhetoric. In two years such applicants have to be made into teachers, and in this time, twenty-eight subjects have to be taught. Very few of the normal students have libraries of their own, though they are encouraged to form them. In the past subjects only have been taught, but it is now recognized that knowledge of the child is second only in importance to the personality of the teacher.

The committee on the propriety of pirating teachers reported that in their judgment, no attempts should be made by superintendents to induce teachers to leave their schools at a time of year when their withdrawal would embarrass the school or hinder its work; that four weeks' notice should always be given; that a teacher should stay at least a year in a position, and that school boards should not obligate teachers to a greater degree than they obligate themselves.

Supt. Carroll, of Worcester, in discussing the marks of a good teacher, said one could be recognized by neatness of dress, which shows character; by ability in housekeeping, which shows an orderly mind. Good looks and the temperament of the teacher must be considered. Too much good nature is against the value of a teacher, but sarcasm and bad temper are to be avoided. Self control is an essential, as well as moral force.

Supt. Balliet, of Springfield, said that the voice meant a great deal in soothing or upsetting tired nerves. A teacher should be optimistic in order to get the best out of the children. The test of good teaching was the interest awakened in the subjects taught.

See announcements of meetings on page 307.

Prayer in the Schools.

Jefferson City, Mo.—Attorney-general Crow has rendered a decision to State Supt. Kirk on the subject of "Prayer and Bible Reading in the Exercises of the Schools." Interpreting the question at issue by the state constitution, he says:

"Reading the Lord's prayer is certainly manifesting that degree of reverence which constitutes worship. The continuous reading of the Bible and repeating the Lord's prayer cannot be done by believers in Christianity without feelings of deepest gratitude, and a holy sense of honor, reverence, adoration, and homage to the Supreme Being, which is the essence of worship."

"This exercise, therefore, being a form of religious worship, and the same being done as one of the rules and exercises of our public schools, it necessarily and logically follows that a public school-house is therefore made a place of worship. Referring now to that part of our constitution which provides 'that no person can be compelled to erect, support, or attend any place of worship,' it must be borne in mind that the tax paid by our citizens for the erection and maintenance of the public schools is an involuntary tax; one which they are, by the provisions of law, 'compelled to pay.' Thus, he becomes 'compelled' to erect, support, and maintain a place of worship, if such religious worship is suffered in a public school."

How Children Would Use Money.

Springfield, Mass.—Dr. George E. Dawson, of the Bible normal college, has classified answers from 1,307 pupils of the public schools of Springfield to the question, "If you had \$5, all your own, what would you do with it?" The answers are grouped under nine general heads: 44 per cent. would deposit the money in a bank, 13.8 per cent. would buy clothing, 2.2 per cent. would buy something to eat, 15.3 per cent. toys and other means of amusement, 2.1 per cent., jewelry and finery, nine-tenths of 1 per cent., firearms, 1.7 per cent., would spend for travel, 14 per cent., for others, and 6 per cent., would buy books, etc. The fact that the idea of saving has been thus impressed on the minds of so many is significant, and gives us a hint of the influence of public instruction.

A Novel School-House.

A school that is unique in its way is under the management of the Westinghouse Air-brake Company. It consists of three railroad cars, fitted with all the appliances for its work, and managed by competent instructors. It was founded eight years ago, and has since traveled more than fifty-five thousand miles, giving instruction to all railroad men who have anything to do with the Westinghouse air-brake. The school has over 112,000 graduates, duly examined as to their ability, and fortified with a certificate of competency. Every man must attain an average of 78 per cent. S. D. Hutchins, of Columbus, Ohio, an engineer of twenty-five years' experience, is principal of the school.

Graduates of Training Classes.

Albany, N. Y.—State Supt. Skinner has issued the following notice to school commissioners and superintendents:

All graduates of teachers' training classes during the years 1890 to 1895, inclusive, received ordinary second-grade certificates. In 1895, the requirements for admission to training classes were increased, and graduates of these re-organized classes have received professional certificates, good for three years, renewable without re-examination, provided the holders have taught successfully and continuously since graduation.

All holders of certificates issued to graduates of training classes previous to 1896 may obtain the professional certificate by attending a training class a half year under the new requirements, taking the professional subjects required, and satisfactorily passing the examination in subjects prescribed, including history of education, art of questioning, methods and school economy. Successful and continuous experience in teaching since graduation from the classes in 1890 to 1895 will be accepted in lieu of the half year's attendance, and two examinations will be allowed (in June, 1898, and January, 1899), to enable applicants to pass the examinations in the subjects named.

Danger of too Many Kindergartens.

Pittsburg, Pa.—At the meeting of school principals, to be held in this city, March 18 and 19, the Pittsburg and Allegheny Free Kindergarten Association will send delegates to urge the principals not to establish kindergartens in the public schools as freely as the present law allows. The association claims, first, that the people of the state are not yet ready to take up kindergarten work as it should be. Again, as it requires years of training to be a successful kindergartner, and, as the supply is at present limited, the establishment of more schools would result in lowering the grade of teachers; and hence, the character of the work obtained.

Recommendations for Connecticut Schools.

New Haven, Conn.—A sub-committee of the legislative committee on receipts and expenditures has made the following recommendations for changes in educational laws:

The repeal of the act providing for state aid to evening schools.

The repeal of the act providing for state aid to district and high school libraries for books and apparatus.

The amendment of the act providing for the appointment of agents to enforce the child-labor law, by providing that, in addition to the special agent now authorized by law, there shall not be more than two others appointed, who shall be paid a certain specified sum per annum for their services, instead of per-diem, as now.

That the propriety of cutting down the appropriation for the schools of the state from \$2.25 to \$2 per capita, and the closing of one of the normal schools, be very seriously considered, and that before final action is taken on these two questions, a conference be arranged with the state board of education to consider the same.

It is estimated that the abolition of evening schools will save \$3,000 a year; the change in the agent law, \$4,500, the high school library law, \$5,000, the reduction of the appropriation, \$40,000, and the closing of the normal school, \$20,000.

Public School Libraries in Buffalo.

Supt. Elmendorf, of the Buffalo public library, proposes to establish 540 circulating libraries in the school buildings of the city. To do this, the law relating to school libraries will have to be changed, so that the \$2,000 allowed by the state, supplemented by the \$2,000 from the city, may go toward paying the running expenses of the libraries. About 30,000 books will be required, giving 580 to each school. The books will be graded to suit the ages of the pupils, and four times each year the libraries will be exchanged, in order to give a wider course of reading to each pupil.

Fraternal Feeling Among Teachers.

(Abstract of a paper read by Prof. W. S. Sutton, University of Texas, before the Texas Association of Superintendents and Principals.)

While teachers are probably bound together as strongly as any other class of men, yet appeal to individual consciousness compels every one to admit that these ties should be stronger. I submit two ideas which may express the means of obtaining a more fraternal spirit among teachers:

I. Fraternity will have free course among us when, in practice as well as in theory, we recognize the truth that teaching is not a trade, wherein there reigns a base commercial spirit. Wherever, among nations or individuals, the idea of heaping up material wealth is the supreme idea, selfishness becomes rampant, and the grossest form of self-seeking pursues its riotous, degrading course. Because of a hundred things, such as small wages, insecurity of tenure, frequent incursions of cupid, etc., teaching in America has too many elements of the mere trade. The charge has been made, and not without justice, that it is a "berry picking roadside where spare change is picked up before jumping into the field and going to work." Should the idea that the teacher is to serve not himself, but the children he teaches, permeate the rank and file of pedagogues, merit would determine the selection of educational servants. Teachers themselves set the standard of qualifications, one of which should be unwillingness and incapacity to engage in such fierce competition as to degrade the calling.

When all have done their duty in this respect, it will be impossible to select a teacher on the principle of "keep the best places for your own friends, and save the promotions for your neighbors in your own ward." When all the arms of the educational service, including teachers, principals, college presidents and professors, superintendents of schools, book publishers and their representatives, trustees, editors, law-makers and governors, shall unite to drive away from the school-room every utterly selfish, avaricious influence, every influence not ministering to the welfare and development of the children then there will be such brotherly love among teachers as will insure respectability and power.

II. An indestructible foundation for fraternal feeling is the recognition in word and life, that teaching is a spiritual profession, and that its chief function is to increase the spiritual power of the race. The practical application of this truth, that we are engaged in a spiritual work, involves service, self sacrifice, the placing of the cause above any personal, commercial, or political interest in education.

The idea that teaching is distinctively a spiritual profession involves the principle of co-operation. One working alone in a spiritual undertaking accomplishes little; working against his fellows he does nothing worthy of the light of day; but working with his fellows he performs miracles for both them and himself. The teacher is prone to be uncharitable and unfraternal. It is easy to carp, to criticise, to tear down. Faith sublime and resolution almost heroic must be exercised to make practice correspond with preaching. Every man and every woman should do something every day to show forth the doctrine professed and which Ruskin has stated in these words: "He only is advancing in life whose heart is getting softer, whose blood warmer, whose brain quicker, whose spirit is entering into peace."

Chicago Notes.

In many schools the pupils are dismissed early, and the teachers and principal spend an hour or more in reading and discussing, "Education of the Central Nervous System," to the advantage of both teachers and children; especially the children. The book is simply enough written, not to be much of a drain on the intellect of the already tired-out teacher.

The subject of vacation schools is beginning to occupy the attention of the club women. A committee of prominent educators, among whom are Prof. Belfield, of the Manual Training school, and Col. Parker, has been appropriated to arrange the details of the curriculum and engage teachers. Col. Parker's name insures the children a good time in field excursions, which are his pet hobby, and Mr. Belfield's manual labor will be attractive to active boys. It is to be feared the schools will be made so interesting that the September term of the regular schools will prove a martyrdom for the teachers who have no field excursions and no fascinating carpentering to offer. Think what a vacation school planned by these earnest students of children, unhampered by the requirements of a cast-iron "graded course" can be made, and what a relief to the mothers!

Mr. Watt, of the Graham schools, has trained a "band," or has had them trained, and for a very small consideration sends them to the different schools to play for entertainments. The board now allows two entertainments a year in the school building. The money obtained is used in nearly every case for the purchase of books for the school library.

The Chicago Principals' Association had, at its March meeting, a discussion of the paper presented by Col. Parker in February. There was the largest attendance the association ever had, which surely is an indication of a wish on the part of the teachers for advancement, as well as a wish to hear what Col. Parker had to say.

Mr. Hitch, of the Dore school, opened the discussion, with a review of Col. Parker's paper, emphasizing its chief thought, the "student teacher." He agreed with Col. Parker in thinking field work the solution of all difficulties, but said there were two obstacles, the practical one of getting the children into the fields, and the educational one, of not getting the children to image what they were expected to. The duty of the teacher is to enlarge the world for the child; but the question, where to look for ideals, is a difficult one for most of us. One principal goes to the stone age for his romance, and could always be found with books relative to that subject under his arm. Mr. Hitch thought that the first part of the twentieth century was the age to look forward to; how to fit a child to occupy a useful place in it. In his district, they had plenty of "weather," and they had the real Chicago river, which, though a "lost river," as far as landscape was concerned, as a commercial river, the tributaries of which were the streets, was invaluable as a geography lesson. Outside geography could not always be studied advantageously, but indoor geography has its place, by making ground plans of the nearest objects, by going from concrete to general, from details to whole, much could be learned. A set task to be learned was necessary.

The principal of Bancroft school believed in field study, but thought familiarity with maps an essential. If one had not learned at school the location of rivers, gulfs, mountains, etc., when grown, he would not take time to look them up, and by his ignorance of the relative position of places, he would lose a great deal of contemporaneous history. The field excursions were best, of course, but next to them in value was a stereopticon, and no school should be without one.

Mr. Morse said the study of slopes, rivers, mountains, etc., was an inheritance. He considered the essential thing in geography the progress of commerce; the interests the places have for man; the potentialities for utility in different parts of the earth; how nations have become what they are.

Another principal said, that boys who have seen real forests can image better than boys who have never seen a tree. Geography and history should be correlated. In his school children imagined that they were Arabians, and drew the habitations and costumes on the board. Descriptions were given in the first person as, "I am a state where cotton is grown, etc.," and the books were searched for facts to add to their descriptions, so the "guesser" might be puzzled. In short, "play" in geography was his idea.

Col. Parker said that he would repeat that the "student teacher" was the one to solve the problem of geography. There are two kinds of teachers, those who are earnest to know, and those who are not. We are engaged in such a grand work that the great wonder is, that we do not study more. Even if opinions differ, the friction is likely to bring more polish. One who uses a map properly knows how to teach.

Mary E. Fitzgerald.

Examination for Promotion of Teachers.

THE FIRST TO BE HELD IN MAY.—NATURE OF THE WRITTEN EXAMINATION.

Public school teachers and principals in the borough of Manhattan-Bronx must now pass special written examinations for promotion and increase of salary unless the by-laws of the borough school board are overruled by the civil service board.

Two examinations are required for promotion of teachers and one for promotion of principals.

The first of these special written examinations will be held early in May if the plans of the borough school board are carried out. The superintendents are now working on the details.

Teachers passing from service grade 2—men \$1,350, women \$726—to service grade 3, and those passing from service grade 4—men \$1,890, women \$1,056—to service grade 5 must take the special written examinations. Those passing from service grade 1 to 2 and from 3 to 4 will be promoted without written examination.

Principals' salaries are graded thus: Grade 1, men \$2,750, women \$1,700; grade 2, men \$3,000, women \$2,000; grade 3, men \$3,250, women \$2,300. There are two grades of principals' license—A and B. A authorizes service in grades 1 and 2, B in grade 3. A special written examination is required to secure license B and to enter service grade 3; but principals may be promoted from grade 1 to 2 without written examination.

The nature of the examination for promotion of teachers and principals must be such as to determine the fitness and merit of the candidate, and is as follows:

The "fitness" of the candidate shall be determined by an inquiry and examination in relation to the following matters, namely: (1) Personal characteristics, in which shall be included morals, habits, temperament, and health; (2) Record as a teacher as shown by the reports of the city superintendent and assistant superintendents during the period covered by services in the grade from which advancement is sought, and by statements, both oral and written, of the principal or principals under whom the candidate may have taught during such period as to results obtained by him or her in the attendance, scholarship, discipline, or promotions of his or her classes; (3) The personal qualifications as a teacher, namely: ability to impart instruction to classes, ability to maintain discipline, familiarity with the by-laws, rules, and regulations of the board of education applicable to class instruction and discipline.

The "merit" shall be determined by a written examination in the general knowledge of the candidate in the methods of teaching the subjects of instruction which will be required, and also in such subject or subjects as the applicant may select, which broaden the general culture of a teacher in any direction, as well as in distinctively school work; and the use of the English language and grammar shall be considered in determining the value of the applicant's work.

The written record of the examination, both as to "fitness" and "merit," shall be preserved.

The result of the examination for "fitness" shall count 50 per cent. in the general average, and the examination for "merit," 50 per cent.

A School Journal representative questioned a leading member of the committee on studies of the borough school board as to what subject a teacher may select for examination to determine "general culture" under the head of "merit," and what will be the character of the examination in that subject.

The reply was that the matter is not definitely determined, but that a record of attendance upon a course of lectures at a school of pedagogy or any other institution of learning would undoubtedly be accepted. If such lectures have not been attended the teacher will be required to state what special subject outside of regular school work has been pursued, what books have been read thereon or work done in the same, and may be required to answer specific questions relative to the same.

"Would a record of attendance upon the lectures of the course of the New York Society of Pedagogy be accepted in lieu of such special examination?" was asked.

"I am not prepared to say," was the reply.

A study of any of the general sciences, of art, or of history, with a record of the work done in the same, will, it was stated, be accepted as meeting the requirements of the examination.

In the examination upon methods of teaching to determine "merit" the candidate will be allowed to select any study or studies in his grade or in the grade above, and to describe how he teaches the same, or, if in the grade above, how, in his opinion, the subject should be taught.

Teachers' Retirement Fund.

A delegation consisting of Elijah D. Clark, of the Teachers' Association, Miss Carrie Montfort, and Miss M. E. Tate, of the Female Grammar Principals, Andrew J. Whiteside, of the Male Principals' Association, Miss J. E. Rogers and Mrs. J. J. Hill, of the Primary Principals' Association, Miss Alida Williams and Miss M. E. Thurber, of the Female Grammar Assistants, and Miss M. A. McGovern, of the Primary Teachers' Association, waited on Mayor Van Wyck March 7. They asked him to approve the bill passed by the senate and assembly for the annual appropriation of 5 per cent. of the excise receipts toward the teachers' retirement fund. The mayor granted their request.

New York City.

President Draper Elected.

Pres. Andrew S. Draper, of the University of Illinois, was elected March 7, as superintendent of the New York city schools, at a salary of \$8,000 a year. Supt. W. H. Maxwell, of Brooklyn, was the only other candidate for the position; but, owing to his desire not to run against Dr. Draper, the nomination of the latter was seconded by J. Edward Swanstrom, Mr. Maxwell's chief supporter, and the vote stood: Dr. Draper, fourteen, Dr. Maxwell, one, and four blanks.

As stated in last week's *Journal*, Dr. Draper telegraphed to a committee of the board of education: "I have fully and finally decided that I cannot accept. I should decline, if elected." In order to induce Dr. Draper to change his mind, a committee, consisting of President Hubbell, Vice-president Swanstrom, and Mr. Prentiss, was delegated to visit Dr. Draper, and lay the matter before him.

Dr. Draper was born in Westford, Otsego county, New York, in 1848; received his education at Albany academy and the Albany law school; served on the Albany school board from 1878 to 1881, when he became a member of the legislature. In 1884 he was elected a member of the executive committee of the Albany normal school, and also a judge of the United States court of Alabama claims. He became state superintendent of public instruction in 1886, and held the office for six years, when he was elected superintendent of the Cleveland schools. He was made president of the University of Illinois in 1894, which position he now holds. Dr. Draper is the author of a number of books on educational subjects, and has made many reforms in the school systems which have come under his charge.

The board of education also elected P. Parker Simmons, Brooklyn supply clerk, superintendent of supplies, at a salary of \$4,000. Henry M. R. Cook, assistant secretary to the Manhattan board, was elected auditor, at \$3,500 a year, and John Wallace was chosen chief clerk, at a salary of \$2,500. Mary P. Tiernan was appointed stenographer to the board, at a salary of \$720.

President Draper Refuses the Superintendency.

The *School Journal* has received positive information from President Draper of the Illinois university, that he will not accept the superintendency of the public schools of Greater New York, to which he has been elected by the board of education. Who is to be superintendent? is, therefore, still the question.

Annual Meeting of the Male Assistants.

The annual meeting of the Male Assistant Teachers' Association of Manhattan-Bronx was held Saturday morning at the City college. These officers were elected for the coming year:

President, T. J. Boyle; vice-president, H. H. R. Goodrich; recording secretary, J. B. T. Demorest; corresponding secretary, R. R. Requa; treasurer, William F. O'Callahan; members of the board of direction: J. T. Nicholson, E. A. Daniels, Emil Newman, L. L. Lambert. The last four constitute the auditing committee for the year.

Notice was presented by Mr. Newman, of the proposed amendment to the constitution to the effect that the association meet regularly hereafter once a month on the first Saturday of each school month. The amendment will be voted upon at the next regular meeting of the association.

Anniversary of Grammar School No. 90.

The seventh anniversary of grammar school No. 90 was celebrated March 2, with appropriate exercises. Prin. Evander Childs allowed the 1,300 pupils perfect freedom for the day, and not one abused his confidence. There are only twenty-six teachers in the school; proportionally the smallest number in the city. Nearly all the teachers have been trained in schools under Mr. Childs' charge, or in classes under the older teachers. Thus, the unity of methods in the school has reached a high degree of perfection.

The Development of the Kindergarten.

Dr. Jenny B. Merrill, supervisor of kindergartens in New York city, in an address before the Public Education Association, said that the kindergarten idea was permeating the remotest parts of the earth. In talking with the Pundita Ramabai, she had learned that a kindergarten had been established in India, with a class of 80 children. In Spain, also, a number of kindergartens have been founded.

The first attempt to introduce the system into the public schools was the result of lectures at the Normal college, in 1870, by Dr. Dewey. In seven years, one school was founded, and the next one, twenty years later. In 1890, the kindergarten class was established at the Normal college, and since then six students each year have received a post-graduate course in the work. In 1893, there were six kindergartens in the city; in 1896, sixteen, and last year, forty-two. But Philadelphia had 183, St. Louis and Boston, 63 each.

Four years, said Miss Merrill, is the proper minimum age for admission to the kindergarten as a pupil. Even then the

child should not learn to read and write, but should acquire vital experience. Classes should be small, because the nervous strain was less. Besides this, a spirit of friendliness had a better chance to develop. A class of twenty-five is none too small. With the small class should go the large room, because it gives a feeling of ease and freedom.

Principals May Be Examined for Promotion.

On March 16, the next meeting of the borough school board of Manhattan-Bronx will be held at 146 Grand street. At this meeting amendments to the new salary schedule, requiring principals to take examinations before promotion, will be voted upon.

Brief Local Notes.

Prin. W. L. Fitzgibbon, of grammar school No. 23, died of bright's disease, at his home in Brooklyn, on March 2. He was born in Waddington, N. Y., was about forty-three years of age. He was graduated from St. Lawrence university in 1882, and, coming to Brooklyn in 1888, was placed in charge of the graduating class of No. 19. He



THE LATE PRINCIPAL, W. L. FITZGIBBON.

(Courtesy of the Brooklyn "Eagle.")

graduated every member of the class in a year, and was soon after given the principalship of intermediate school No. 63. Several years later he obtained his late position in one of the largest schools in the city. He was secretary of the Schoolmasters' Club when Seth Low was its president. Mr. Fitzgibbon leaves a widow, but no children.

Comptroller Coler has notified the teachers of Richmond borough that he will pay no school claims contracted prior to Feb. 1, unless suit is brought against the city, and judgment obtained. The suits will not be contested, except in so far as is necessary to establish the justice of the claims.

E. L. Stevens has been chosen borough superintendent of schools of Queens, at a salary of \$5,000 a year. Mr. Stevens was formerly of the state normal school at Jamaica, L. I. Supt. John J. Chickering, of the Flushing school, was chosen assistant superintendent, at a salary of \$4,000.

Jamaica, L. I.—A census of the school districts of this ward show that in the district next to the Brooklyn boundary there are accommodations for 3,500 more school children than are at present enrolled in the schools. Before consolidation, a large amount of money was spent in Queens for school buildings. The money came from the sale of bonds, which the city of New York has now assumed. As a result, many of the buildings are not filled; in fact, one in Hollis, which cost \$28,500, has an average attendance of 93 pupils.

Flushing, L. I.—The finance committee of the board of education reported that they were informed by the comptroller that no salaries would be paid the Queens teachers until the board had prepared a budget of salaries and other school expenses for the year.

The University Settlement, of New York city, has issued an appeal for \$85,000, with which to erect a new building for its work. The present quarters are far too small. The free library has a membership of 1,200, and circulated, during 1897, 46,511 volumes. The Penny Provident bank has 1,500 depositors.

Dr. Edward A. H. Allen, for over nine years principal of the Friends' seminary in New York, died Feb. 18. He had been in the educational field since 1851, when he began teaching as a professor of physics and chemistry in Rensselaer Polytechnic institute.

Items of Live Interest.

Pres. Charles De Garmo, of Swarthmore college, has accepted the chair of pedagogy and philosophy in Cornell university. He has held his present position since 1892, and is also president of the National Council of Education.

The Chicago institute of education is giving a series of patriotic lectures in the Central music hall. It is intended that every pupil of every graduating class in the city may have an opportunity to hear at least one of these lectures without expense.

Columbus, O.—The senate has passed an amendment to the workman law, requiring the election of teachers, fixing salaries and rules of government, by a board of three, subject to confirmation by the board of education.

The American Philological Association's committee of twelve will meet in Ann Harbor, Mich., from March 30 to April 1, inclusive. Special attention will be given to revising the proposed schemes of study for preparatory schools.

Albany, N. Y.—A bill has been introduced in the assembly providing that the Bible may be read in the public schools. The bill further proposes to give graduates of the educational departments of colleges equal standing with state normal school graduates as regards qualification to become teachers.

Rondout, N. Y.—Miss Sarah G. Smith, teacher of the training class of the Kingston free academy, who declared before her class that her sympathies were with Spain, and that the United States would sneak out of war, has resigned.

Boston, Mass.—At a hearing of the legislative committee to which the teachers' retirement fund bill was referred, many women were present. After various arguments in favor of the bill, Mr. F. O. Carpenter, one of the English high school masters, opposed the bill, on the ground that it was not practical, and being special legislation, was not wise. He did not favor the compulsory clause, and thought that the city should pay large enough salaries to allow the teachers to save money. Mr. G. W. Anderson, of the school board, also opposed the bill, on the ground that the scheme was mathematically impossible.

Kansas City, Mo.—The parents of many of the school children of this city are considerably dissatisfied at the attempt of many of the teachers to levy a tax of five cents on each pupil, for the purpose of buying pictures to decorate the class-rooms. In certain families with a large number of children, such a tax is a hardship. It is against the rules of the board of education, and will be stopped at once.

A short time ago the art department of the Athenæum club decided to introduce traveling art collections in the schools. Supt. Greenwood asked the principals for a list of the pictures in the school-rooms, and it is believed by many that the teachers made this special endeavor to obtain as many pictures as possible, in order to make a good personal showing.

Bloomfield, N. J.—Superintendent William E. Chancellor has sent a circular letter to the parents of school children, asking contributions of money and books to establish class-room libraries in the schools.

A meeting of the Primary Teachers' Association will be held on Friday, March 11, 1898, at the Normal college, Lexington avenue and 68th street, at 4 P. M. Associate Supt. Clarence E. Meloney will address the meeting on "Geography in the Primary School."

A meeting will be held on March 19, at 10 A. M., in Room 217 College hall, University of Pennsylvania, to organize a suburban educational council for the cultivation of good fellowship among the educators of Delaware, Chester, Backs, and Montgomery counties, and for the unification of school sentiment and the advancement of the profession of teaching.

Chairman Wray, of the public education committee, has introduced in the state senate, a codification of the educational laws, prepared by the statutory revision commission. A similar measure has been introduced in the house.

Boston, Mass.—An act is before the legislature providing for a retirement fund for Boston teachers, and the teachers of the city have petitioned for its passage. The act provides that teachers receiving \$600 per year, or less, shall pay toward the fund one dollar a month; those receiving over \$600, one

dollar and a half. The amount of annuity has \$250 as a minimum limit and \$600 as a maximum. A retiring teacher must have taught thirty years, ten of them in Boston, or else have become incapacitated in the service. The act is compulsory upon all teachers entering the schools after its passage, and optional with teachers already in the work. It is similar to the retirement fund acts in New York, Brooklyn, and Buffalo.

Columbus, Ohio.—The funeral services of the late Edward S. White were held at the home of his parents in this city Feb. 28. His death was caused by rupture of the heart.

Edward S. White was the second son of Dr. E. E. White. He was graduated from Purdue university, Lafayette, Ind., in 1882, while his father was its president. He became connected with the American Book Company's branch at Cincinnati, and later was in charge of the southern Ohio agency of the New York Life Insurance Company. For the last five years he had held the responsible position of auditor for the American Book Company at Chicago, where he made his home.

Waterville, Me.—Prof. W. A. Rogers, of Colby university, a scientist of national reputation, died at his home here March 1. He was born in 1832, and was graduated from Brown university, in 1857. He was an assistant professor of astronomy at Harvard for nine years. In 1886 he was elected to the chair of astronomy and physics at Colby university. His life work was spent in investigations pertaining to measurements, and in such work he was acknowledged as an authority.

South Framingham, Mass.—Miss Annie I. Shippee, of Holliston, brought suit in the district court here on Feb. 12, against Supt. Tenny and Mr. Amos S. Robbins, janitor of the high school, for ejection from the school building on May 7, 1897. Miss Shippee had been expelled by the board for poor work, and the point at issue was whether the board had such power. Decision was in favor of the plaintiff, but the defendants entered an appeal.

Boston, Mass.—The Massachusetts Schoolmasters' Club dined at the Brunswick, Feb. 26. The discussion was on "Co-ordination of Educational Forces," and was led by the Rev. Charles G. Ames.

The school tax paid by Suffolk county, L. I., to the state during 1897, was \$22,432.86. The total amount received from the state was \$38,826.72. Of this \$31,200 was for teachers' salaries, and \$439.28 for new books. There were 312 teachers in the two districts.

Springfield, Mass.—Pupils of the present day in the grammar schools of Springfield, learn considerable about business forms. In the 8th grade, letter writing is taken up, and the pupil taught to write brief and accurate business letters. Fundamental principles of accounts, such as bills and receipts, are treated. Then comes a chapter on the post-office, describing the different classes of mail matter, the money order and registered letter. Telegrams and express business follow. Under United States money, the various forms of coin and paper money, standards of value, counterfeit money, and the like, are taken up. Savings and national banks are treated, the forms for deposit and withdrawal, methods of earning dividends, supervision by state or national authorities, bank checks, notes and drafts. Mortgages, the payment of interest, and the necessity of registration are next discussed. Then comes investment and speculation, the elements of brokerage, and the dangers of stock gambling. The various kinds of taxes are studied, and the work closes with study of life and fire insurance.

Springfield, Mass.—William Orr, Jr., of the high school, speaking at the teachers' association, at Northampton, defined the relations of text-book, laboratory, and recitation as follows: "The experiments should be used to give the pupil clear, definite knowledge of certain essential facts, to enable him to comprehend or to establish generalization, and also to serve as a means of securing interest. The text-book should furnish a wider outlook, add to the store of facts at the pupils' command, and show him the application of principles in nature, art, and industry; the recitation should be used as a means of placing in proper relations and welding together the facts and materials gained from various sources, so that the knowledge of the pupil might be unified and systematized."

A pamphlet has lately been issued by Isaac Pitman & Sons, New York, setting forth a scheme designed by R. W. Leftwich, M.D., to simplify the art of teaching children to read. The system is a phonetic one, and consists of marking the sound of every letter by a series of numerals. In this way, the sound of each letter of the alphabet is fixed, and correct pronunciation secured. In order to read the first lesson, a pupil has only to learn the letters of the ordinary alphabet, 15 secondary sounds, and the art of combining consonants and vowels. The advantages claimed for the system are that a child may be taught to read in one-third the time required at present; that his spelling will be improved and his qualities of observation, comparison, and analysis cultivated. (Price 10 cents)

Important Educational Meetings.

March 16-17.—Eighth Annual Convention of City and Borough Superintendents of Pennsylvania in the North School Building at Pittsburgh.

March 19.—Conference of Art Teachers and Supervisors of Connecticut, at Hartford, in the Second North School building, High street. The art teachers and supervisors of New England are invited to meet with those of Connecticut.

March 19.—A meeting will be held at the Univ. of Penn., Philadelphia, at 10 A. M., for the purpose of organizing a suburban educational council or association of the superintendents and principals of Delaware, Chester, Bucks, and Montgomery counties, Pa.

March 24-26.—Southern Indiana Teachers' Association, at Terre Haute.

March 25-26.—Midwinter meeting of the New York State Art Teachers' Association, at the rooms of the association, Montague street, Brooklyn.

March 26-27.—Central Illinois Teachers' Association, at Jacksonville.

March 30-31.—Central Nebraska Teachers' Association, at Kearney.

March 31, April 3.—Southeastern Iowa Teachers' Association, at Fort Madison.

March 31, April 2.—Northern Indiana Teachers' Association, at Kokomo, W. R. J. Stratford, Peru, president; Miss Eva Lewis, Huntington, secretary.

April 1-2.—North Central Association of Colleges and Secondary Schools, at Auditorium hotel, Chicago, Ill. Frederick L. Bliss, secretary, Detroit, Mich.

April 12-14.—Ontario Educational Association, at Toronto, Canada. Robert Doan, Toronto, secretary.

April 22-23.—Northwestern Iowa Teachers' Association, at Sioux City. Supt. H. E. Kratz, Sioux City, president.

April 22-23.—Second District Educational Association, at Hopkinsville, Ky., Livingstone McCartney, superintendent.

Trans-Mississippi Educational Convention at Omaha, Neb., in June.

June 29—July 1.—Ohio State Teachers' Association, at Put-in-Bay.

July 5-8.—American Institute of Instruction at North Conway, N. H. George E. Church, Providence, R. I.; President.

July 7-12, 1898. Meeting of the National Educational Association, at Washington, D. C., Supt. James Greenwood Kansas City, Mo., President; Irwin Shepard; Winona, Minn., Secretary.

Art Teachers' Meeting.

The art teachers and supervisors of New England are invited to meet with those of Connecticut in the Second North School building, High street, Hartford, Conn., Saturday, March 19. The general topic will be "Drawing and Modeling from Life." Exhibits from public schools of pupils' work in drawing from life-forms are desired, and must be received before March 16. Solon P. Davis, chairman, 86 Edwards street, Hartford.

Teachers' Meetings In and Around New York.

March 15.—Board of directors and delegates of the New York City Teachers' Association, City college, 4 P. M.

March 16.—Brooklyn Teachers' Life Association at the training school, 4 P. M.

March 17.—New York Society of Pedagogy, P. S. No. 6, 85th street and Madison avenue.

March 21.—Primary Teachers' Association, College of the City of New York.

March 21.—Teachers' Mutual Aid Society, City college, 4 P. M.

Schoolmasters' Club.

The regular monthly meeting of the Schoolmasters' Club will be held Saturday, March 12, at the Hotel St. Denis. Dr.



Dr. Edmund J. James, Chicago University.

Edmund J. James, of Chicago, will be the speaker of the evening. Subject, "Commercial High Schools of the Future."

Essex Schoolmasters' Association.

The regular monthly meeting of this association will be held in the high school, East Orange, N. J., March 11, at 8 P. M. Prof. Amos H. Thompson, of the University school, will give an address on "The Teacher's Work."

New York Suburban Educational Council.

The next meeting of the New York Suburban Educational Council will be held in law room No. 1, New York university, Washington Square, Saturday, March 19, at 11 A. M. The topic for discussion will be "The means of securing the co-operation of parents and patrons by the use of the local press, entertainments, report systems, parents' days, parents' meetings, school exhibits, personal calls, personal letters, street deportment of pupils, and the care of school property."

Miss Eldridge on Nature Work.

Miss S. E. Eldridge speaks every Tuesday afternoon, between now and April 26, on "Nature Work" before the New York Society of Pedagogy. Lectures begin at 4 o'clock at P. S. No. 6, 85th street and Madison avenue. They are designed to apply specially to the new course of study in the public schools in New York city.

Dr. Haney's Lectures Before the Society of Pedagogy.

Wednesday, March 16, Dr. James P. Haney will speak on "The Art of Design" before the New York Society of Pedagogy at public school No. 6, 85th street and Madison avenue. The lecture will begin at 4 o'clock, March 23, at the same hour and place. Dr. Haney will speak on "The Modeler and His Medium." On March 30 the same speaker will talk on "The Artist-Artisan."



The Forum.

This department is intended for the free discussion of educational questions and often views may be expressed in the letters which THE SCHOOL JOURNAL cannot indorse, but which are thought-provoking and interesting enough to be worth the space they take up.

Trained Teachers.

In your issue of February 19, under the caption of "Items of Live Interest," I find the following:

"Ibany, N. Y.—In connection with the introduction of several bills for the establishment of normal schools, it appears that the law authorizes the authorities of union, free, and high schools to maintain training classes for teachers. Eighteen such classes trained last year 480 teachers. The total cost of educating 1,200 teachers in connection with the public schools was \$500,000, while the preparation of 1,000 teachers in the same period, by six normal and training schools, has cost \$294,000.

Having neither in the past nor present, any connection with, or special interest in any normal school of this, or any other state, and being wholly unprejudiced as regards the public schools, I cannot be justly accused of interested views in regard to the matters set forth in the above paragraph.

However I could not help being struck by the evidently false inferences, likely to be drawn from the above statements.

While figures do not lie when properly handled, they may be made to show only one side of the truth, and that the least important. In reading the article, such questions as these naturally suggested themselves:

(1) How many of the 1,000 teachers graduated from the normal schools of the state would probably have been able to pass a creditable examination in the science and methods of teaching, as well as in the studies to be taught?

(2) How many of the 1,200 teachers "educated in connection with the public schools," would also have passed creditably a similar examination?

(3) How many terms work in the methods and science of teaching were represented by the normal graduates?

(4) How many, by the "teachers educated in the public schools?"

The apparent cost, per capita of the teachers prepared in the normal schools was \$294.00. Of those in the public schools, \$83.33.

The apparent average attendance of the six normal schools was 160 pupils.

The average attendance of classes in the "eighteen schools which maintained classes for teachers," was a little less than 27.

The figures now begin to show where they are leading us. The average attendance of the normal schools is not 160, but probably nearly three times as many. Certainly this is true, judging from a catalogue of one of them at hand. The 160, represent the graduates who have completed a full course of training. This means a course of several years' duration.

In many of the public schools, the course in teaching consists of one term in a "normal class." This is also the case in many of the chartered private institutions of this state.

No public, or private incorporated school, has ever offered, to my knowledge, a fully graded "normal course" with systematic instruction in the methods and science of teaching.

In most of them it is a chance course of a single term, with any teacher that is convenient.

To have made the comparison fairly, the whole attendance of the normal schools should have been compared with the "teachers prepared in the public schools."

But this would not have been fair to the normal schools, even then; for it would have placed a single term of school work in the public schools, against a whole year's work in the normal schools.

Upon the whole, when we consider the amount of instruction imparted in the normal schools as compared with the "teachers' classes in the public schools," and the quality of that instruction in both, and the time required before each "teacher" is reported to the regents as having taken "the normal course," it will have been found that exactly the reverse is true, of what the paragraph intended to convey.

That the instruction imparted under an old law, that should have been repealed long ago, whereby a single term of "normal instruction" enables an institution to claim so much of the public school money of the state, is a farce; and that the "1,200 teachers prepared in the public schools of the state," were not prepared at all, is, it seems to me, a fair conclusion. That the 1,000 teachers prepared in the normal schools had at least a fair chance to prepare themselves for their important work, seems also a just conclusion. That their ability was equal to the former

is also fairly taken; hence we have slipshod work pitted against good work. If these conclusions are wrong, let those who can show them to be so, speak. Otherwise we must conclude, that the 1,200 were dear at any price.
New York.
Citizen.

Teachers' Examinations.

I have read Mr. W. J. Dean's article in a late number of *The Journal* pertaining to the above subject and appreciate his position and fully realize his honesty of purpose.

I cannot think any of us are "bemoaning the fact that teachers are required to give evidence of the possession of certain minimum qualifications before they are granted a certificate which makes them forever free from examinations."

No, this is not what we object to. We object to the examination *fetich*, the examination grind, the examination crank, the examination bugbear—the outrageous treatment that some grand men and women, *great educators* are compelled to submit to.

No other profession is subjected to any such annoyance as the teacher's is. When a lawyer or doctor is examined, he is examined once for all; and if he goes to any other county or state with proper credentials he is free from the examination mill and takes his place as an entity. A teacher, whatever his merits, is treated as a nonentity. If he crosses some line he must be *examined*,—no matter what his qualifications.

We had a case of this kind not long since where an educator of great ability, national reputation, and undoubted scholarship, crossed a certain state line when lo, and behold, all his reputation and scholarship vanished and he became a nonentity in the hands of ponderous examiners. Some of the greatest educators the world has known could not pass the examinations prepared by some small man.

I was present at a meeting of the N. E. A., where I heard a man of no national reputation whatever, indeed not known outside of his own city, speaking of one of our greatest educators as not being able to pass the examination for a little city school where he was one of the examiners. I am satisfied that Pestalozzi, Froebel, or Herbart could not pass the examination under some of these astute examiners.

If the examination tested the *ability to teach*, or measured any of the almost innumerable necessary and grand qualities that a teacher should possess to be a successful educator there might be some excuse for this gradgrind. But it tests only memory. If the individual can hold lexicons in his memory, no matter if he does not possess one other qualification he is licensed to go forth and *kill*; but if he possesses every other necessary element to make him one of the greatest of all instructors, and he is short in the one thing, *memory*, then is he cast out.

If the system insured us good teachers, and kept out *sticks*, or worried the poorly equipped and drove them to other business, then might there be some excuse for the course. Those most worried and made unhappy and miserable by this constant examination business are our very best teachers.

If one of the reasons given by Mr. Deans for these frequent examinations, is that the teacher holding a second-grade certificate, is "continually coming in contact with immature minds, so that the tendency is to go back instead of forward," then the kindergarten teacher should be examined very frequently no matter what grade of certificate she holds, and all teachers without reference to qualification should be tested at short intervals to see, if, like Barnum's goose, they had not forgotten after they had slept.

A first-grade certificate, or even a state certificate does not exempt the person from examination if he passes into another state. Crossing a state line causes all knowledge and experience to immediately vacate the head of the *crosser*.

Should Mr. Deans come to Missouri to teach it would not benefit him if he held any number or life or state certificates. We should come to the conclusion that the New York examinations were frauds, or that crossing our lines had demented him, or that dealing with "inferior minds" had sapped his storehouse of educational ammunition; and we should be compelled to examine him in order to fill him up again.

Should any of us go to New York, the same condition would befall us. It seems to me that we teachers have a very poor opinion of our worth or ability, and possibly others have the same estimate of our worth that we ourselves have.

One examination for a teacher should suffice the same as for a lawyer, doctor, or in the civil service of the United States. Ability, experience, and reputation should count.

I once heard a young man,—commissioner, boasting that he never gave over a third-grade certificate in his county. It may be that Mr. Deans or myself would hardly appreciate the high standard that young man was trying to work his county up to if we had to be examined by him.

There should be a little common sense in examinations as in everything else.
Springfield, Mo.
J. Fairbanks.

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Bright Things.

Insect Horses and Their Riders.

At a recent meeting of the Entomological Society of Washington some specimens of chrysopa, a species of golden-eyed fly, which had been collected in the White mountains, were exhibited as curiosities, because each carried on its back one or more minute cecidomyiid flies. The opinion was expressed that this was a true case of a smaller species of insect using a larger species for the purposes of locomotion from place to place.

Modern Cats in an Ancient Home.

The Forum of Augustus is the cats' home of Rome. There the superfluous felines are dropped over the wall to join their numerous fellows in the forum below. Every day charitable people throw scraps of food into this open prison, and, as seen from above, its inhabitants seem to be plump and happy—so happy, indeed, that they make no attempt to escape. A few years ago the Forum of Trajan was also used as a depositing place for cats which were not wanted, but as it does not present the same facilities of retreat and hiding as the Forum of Augustus, street boys and others took every opportunity of stoning the unfortunate animals. Finally, the authorities, after many complaints, refused to allow any more cats to be thrown there, and, in order to get rid of those already living in the forum, presented one to each sentry-box on the walls of the city. They all, however, speedily disappeared from their new homes, some returning to the foot of Trajan's Column, where they were either killed by the street boys or transferred to the Forum of Augustus.

To Utilize Wave Power.

Thomas A. Edison, Jr.'s new scheme contemplates harnessing the tides of the ocean, and using the incalculable force thus obtained for the operation of dynamos which would generate enough electricity to supply the world. The scheme, which he claims is practicable, consists of a tube with piston attachments on a float which could be laid out in the ocean. On top of the tube is a compressed air chamber, and the ocean swell, by working the piston, could drive the compressed air ashore and work dynamos.

This reported invention by Edison is said to have been anticipated by Anthony

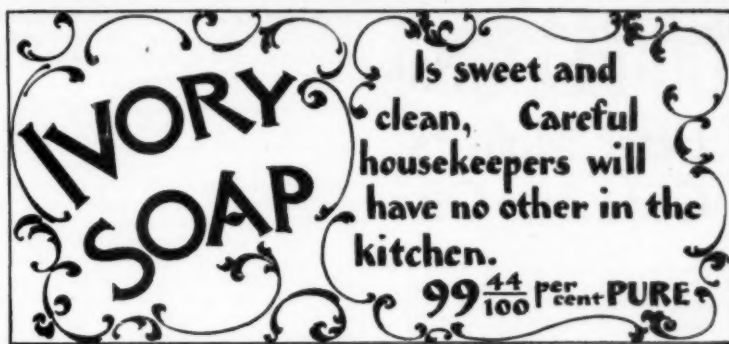
Pears'

The skin *ought* to be clear; there is nothing strange in a beautiful face.

If we wash with proper soap, the skin will be open and clear, unless the health is bad. A good skin is better than a doctor.

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Malone of Garden Island, near Kingston, Ont., some five years ago, and the thing has been in operation ever since, pumping water into a reservoir connected with his house and garden. He has the piers and floats suggested by Edison. It does not require even a rough day to work it, as the swells from passenger steamers make commotion enough to raise and lower the float and thus start the pump.—"American Contractor."

The Venus' Fly Trap is one of the most curious forms of plant life. It has five or six small leaves close to the ground, and each leaf is covered with a number of tiny reddish tentacles. At the end of each tentacle is a little drop of sticky liquid. The moment that a fly gets caught in this liquid, each leaf bends toward him, and rolls him into the center, completely enveloping him. A strongly acid digestive fluid is there secreted, and in a few days, when the leaves again expand, all traces of the fly have disappeared.

The limit of a deer's life has always been a matter of much speculation. Experts say thirty years or thereabouts, but Captain McDonald, of Tulloch, who died in 1776 is said to have known the white kind of Loch Treig for fifty years, his father for a like period before him, and his grandfather for sixty years before that. In 1826 Macdonald, of Glengarry, is said to have killed a stag which bore a mark on the left ear identical with that made on all his calves by Ewen-Maclan-Og, who had been dead 150 years.

An Italian emigrant of Argentina, named Gerazone, is the wheat king of the world. His yearly crop covers an area of 66,270 acres. He employs thousands of workmen, and gives to each a share in the profits. Every year he fills over 3,000 railway cars with his grain.

The pecan nut is a species of hickory, and is native to the United States. The largest and finest nuts are found in Louisiana, some of them being two inches in length. In Texas, thousand of people live by gathering and selling the wild pecans. In 1880, 1,250,000 pounds of the nuts were marketed in San Antonio. The pecans are very susceptible to cultivation, and one planter in Texas has 400 acres, containing 11,000 trees, devoted to this one species.

Currency is so scarce in Minneapolis and St. Paul that the banks pay nearly all their checks in gold. The reason for this scarcity is the fact that the balance of trade is in favor of the East, toward which the money is flowing. Bills are sent instead of gold because of the lessened expense. The express companies charge 65 cents per \$1,000, but as the mails will carry the same amount for 20 cents, the bills are being shipped in mail sacks.

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The smallest post-office in the world is in the Straits of Magellan. It consists of a small keg, chained to the rocks on the shore opposite Terra del Fuego, in such a manner that it floats. Each ship, as it passes, sends out a boat to take out and put in letters. Its privileges have never been abused, for it is an international office, and under the protection of all the navies of the world.

During a day's fog in London, the excess in gas bills would represent the consumption of a town of from 10,000 to 20,000 inhabitants for a whole year. The excess amounts to about £8,000 a day. Besides this is the excess in oil and electricity, and the loss of business by lack of customers and stoppage of traffic.

It is estimated that the consumption of handkerchiefs in the United States is 75,000 dozen every day. This means 328,500,000 handkerchiefs in a year. In the city of New York about 350,000,000 are kept constantly in stock.

Comparatively few of these are manufactured in this country. The finest silk handkerchiefs, about 18,000,000 yearly, are imported from Japan. The best cambric handkerchief comes from France and Bel-

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WILLIAM TAYLOR, Prop.

gium, and the linen ones from the north of Ireland and from St. Galls, Switzerland. Most of the cotton variety come from New Jersey and Pennsylvania.

The Chicago "Times-Herald" tells an amusing and instructive story about catnip. An armful was picked and taken to the Lincoln park Zoo to try its effects on the animals of the cat tribe who had never seen any before. It was taken to the cage of Billy, the African Leopard. Before the front of his cage was reached, the leopard had bounded from the shelf on which he lay, and was waiting. A double handful was passed to him. First he ate a mouthful, then lay flat on his back and wriggled through the green mass until his black-spotted yellow hide was permeated with the odor of the plant. Then he sat on a bunch of the catnip, caught up another bunch and rubbed his cheeks, chin, nose, eyes, and head. After eating some more, he jumped back to his shelf and lay there supremely contented.

In the tiger's cage was a young, but full-grown beast, fierce and wild. When he caught his first sniff of the catnip, he began to mew like a kitten. He and his mate rolled in the catnip and played with it, mewling and purring good-naturedly all the while. Then they followed the Leopard's example and curled up on their shelves.

William M. Singerly, publisher of the "Philadelphia Record," died recently at his home, 1701 Locust street, Philadelphia. Mr. Singerly made a remarkable success as a publisher, and in this and other enterprises accumulated a large fortune, but his affairs became deeply involved when the Chestnut Street National Bank and the Chestnut Street Trust and Savings Fund Co., of Philadelphia, of which institutions Mr. Singerly was president, closed their doors. One of the heaviest, if not the heaviest, drains upon his wealth for years were the large paper and pulp mills which he owned at Elkton, Md.

The multitude of persons who are seeking information on the finances of the United States will find in "Thirty Years of American Finance," by Alexander Dana Noyes, a book that is broad in scope and thorough, and yet one which the novice in finance can read with interest and profit. It is a clear, concise, and complete review of the events in this country's financial history from 1865 to the present day. This book, which is a history not an economic treatise, narrates the series of events which have governed the country's finances, public and private, during these thirty years. It reviews such episodes as the resumption of specie payments; the silver coinage movement of 1878; the Matthews resolution; the treasury's efforts to circulate the silver dollars; the revenue laws of 1883, of 1890, and of 1894; the surplus revenue of 1888; the silver-purchase law, the expulsion of gold, and the collapse of the treasury reserve; the great harvests of 1879 and 1891; the panic of 1893; the bond issues of 1894; the remarkable bond syndicate operation of 1895. These events, with others incidental to them, are described and explained with the purpose of making clear, not only to the economic student, but to the average

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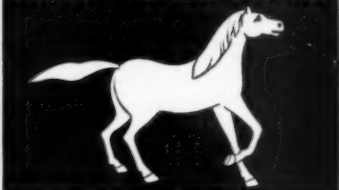
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American citizen, the particular cause, nature, and meaning, and result of each episode. (G. P. Putnam's Sons, New York. \$1.25.)

A simple, practical philosophy is embodied in Ralph Waldo Taine's book "In Tune with the Infinite, or Fullness of Peace, Power, and Plenty." The author points out the great fact that thoughts are forces, and also the great laws underlying their effective use in the affairs of our common every-day life. We are not only continually building from within, but we are also continually attracting from without. He also deals with the effects of the various mental states and conditions upon the physical body, showing why and how fear, worry, anger, hatred, jealousy, continual fault-finding, grieving over losses, lust, and excessive greed for gain, have upon it a poisoning, corroding, destructive effect, while hope, faith, courage, love, good-will, and good-cheer, have a life-engendering, body-building influence; how by a knowledge of the higher laws one can bring himself into and hold himself continually in a state of abounding health and strength, and how he may set into operation subtle, silent forces that in time will entirely rebuild the body, so that diseased conditions will be replaced by those of an opposite nature. The keynote of Mr. Taine's philosophy is contained in the following thought from the title page: "Within yourself lies the cause of whatever enters into your life." (T. Y. Crowell & Co., New York. \$1.25.)

A story which will be enjoyed for its rich humor and vivid portraiture of character is that by Annie Fellows Johnston entitled "Old Mammy's Torment." With delicate touches the author describes the things that happened in the quaint little cabin, and intersperses her narrative with droll bits of dialect. The youth with exuberant spirits, who was Mammy's torment turns out very well after all. The book is beautifully illustrated by Mary G. Johnson and Amy M. Sacker. (L. C. Page & Co., Boston. 50 cents.)

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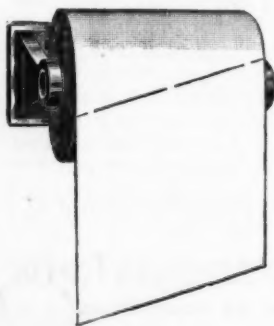
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